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ABSTRACT

This set of materials is designed to complement the information in "A Guide for Education Coordinators in Head Start." It contains sample forms, checklists, tip sheets, assessment and evaluation forms, and other materials. The information is arranged in eight sections which correspond to the chapters in the guide, and includes materials on the role of the coordinator; the planning, implementing, administering, supervising, and evaluating of the education component; and staff and parent training. (PCB)

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# A Guide for Education Coordinators in Head Start

## Resource Papers

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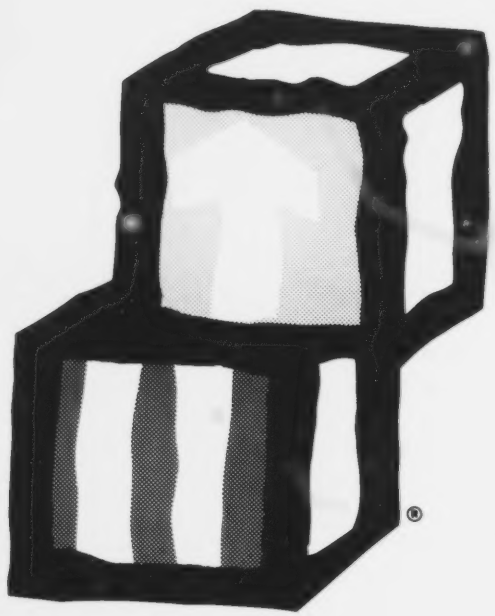

# RESOURCE PAPERS

# FOR

# A GUIDE FOR

# EDUCATION COORDINATORS

# IN HEAD START

Developed By

Creative Associates

For

The Head Start Bureau

Administration for Children, Youth, and Families

Department of Health and Human Services

Contract # 105-85-1522

# INTRODUCTION

The Resource Papers for A Guide for Education Coordinators in Head Start offers a flexible set of materials designed to complement the information in the Guide itself. It contains sample forms, checklists, tip sheets, and other materials which can be used in planning, implementing, and evaluating the Education Component. While some of the materials were developed by the authors, many came from local programs and technical assistance providers. These are sample materials which will need to be adapted for local program use. Readers are encouraged to add materials from their own program to the resources provided.

The Resource Papers are arranged in eight sections to correspond to the chapters in the Guide. A table of contents at the beginning of the document lists the titles of the resources included. Each of the resources is cross-referenced back to the Guide; the page number is noted in the bottom left-hand corner.

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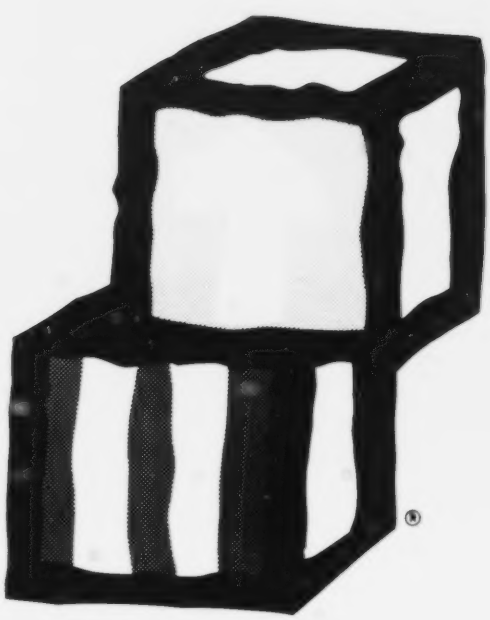
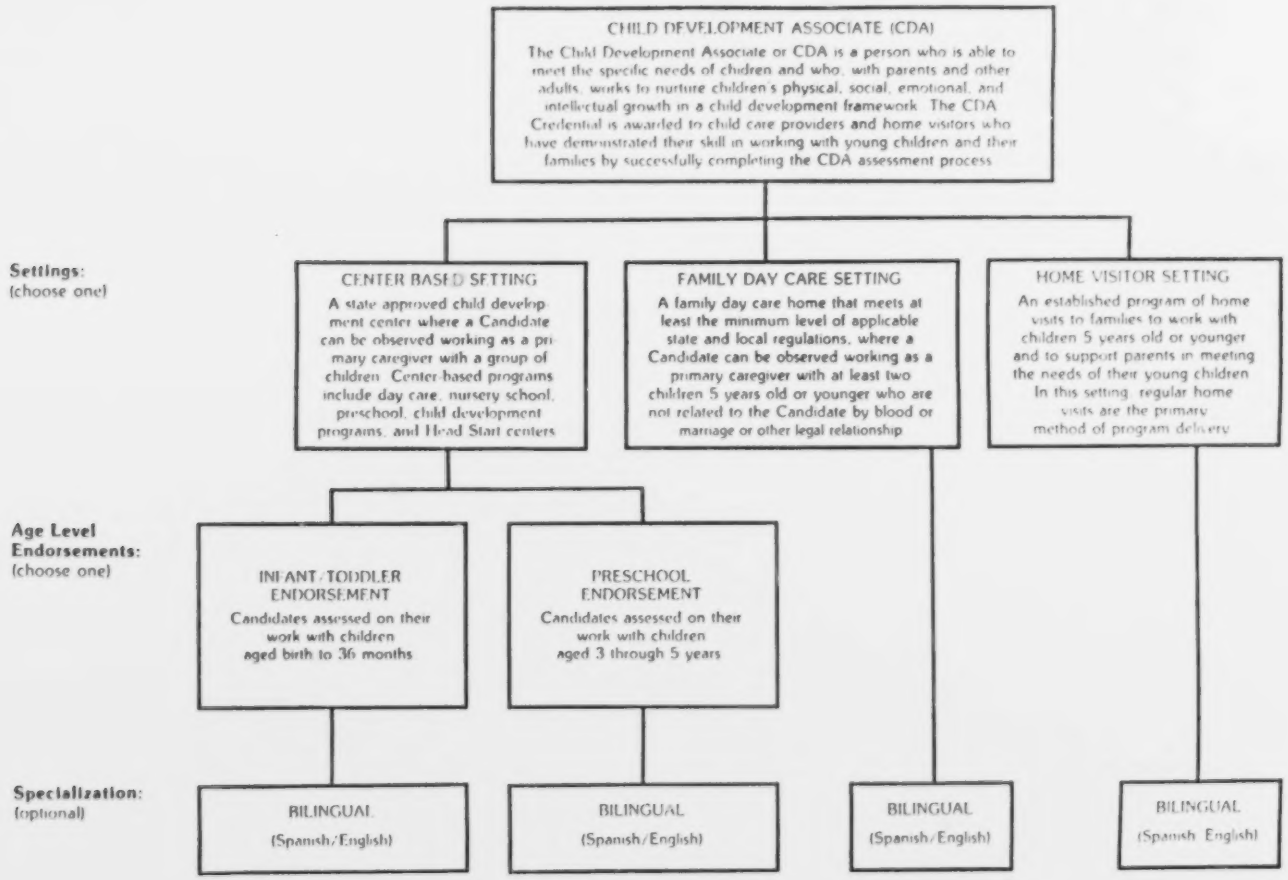
# I. An Overview of Head Start and the Education Component



# OPTIONS FOR CDA ASSESSMENT [1]


CHILD DEVELOPMENT ASSOCIATE (CDA)
The Child Development Associate or CDA is a person who is able to meet the specific needs of children and who, with parents and other adults, works to nurture children's physical, social, emotional, and intellectual growth in a child development framework. The CDA Credential is awarded to child care providers and home visitors who have demonstrated their skill in working with young children and their families by successfully completing the CDA assessment process.
Settings: (choose one)
CENTER BASED SETTING
A state approved child development center where a Candidate can be observed working as a primary caregiver with a group of children. Center-based programs include day care, nursery school, preschool, child development programs, and Head Start centers.
FAMILY DAY CARE SETTING
A family day care home that meets at least the minimum level of applicable state and local regulations, where a Candidate can be observed working as a primary caregiver with at least two children 5 years old or younger who are not related to the Candidate by blood or marriage or other legal relationship.
HOME VISITOR SETTING
An established program of home visits to families to work with children 5 years old or younger and to support parents in meeting the needs of their young children. In this setting, regular home visits are the primary method of program delivery.
Age Level Endorsements: (choose one)
INFANT/TODDLER ENDORSEMENT
Candidates assessed on their work with children aged birth to 36 months.
PRESCHOOL ENDORSEMENT
Candidates assessed on their work with children aged 3 through 5 years.
Specialization: (optional)
BILINGUAL (Spanish/English)
BILINGUAL (Spanish/English)
BILINGUAL (Spanish/English)
BILINGUAL (Spanish/English)

I-1

[1] Child Development Associate Assessment System and Competency Standards: Preschool Caregivers in Center-based Programs (Washington, DC: Council for Early Childhood Professional Recognition, 1986), p. 2. Reproduced by permission of the Council.

## CENTER-BASED SETTINGS: CDA COMPETENCY GOALS AND FUNCTIONAL AREAS[2]

| COMPETENCY GOALS | FUNCTIONAL AREAS |
|---|---|
| I<br>To establish and maintain a safe, healthy, learning environment | 1. Safe<br>2. Healthy<br>3. Learning Environment |
| II<br>To advance physical and intellectual competence | 4. Physical<br>5. Cognitive<br>6. Communication<br>7. Creative |
| III<br>To support social and emotional development and provide positive guidance | 8. Self<br>9. Social<br>10. Guidance |
| IV<br>To establish positive and productive relationships with families | 11. Families |
| V<br>To ensure a well-run, purposeful program responsive to participant needs | 12. Program Management |
| VI<br>To maintain a commitment to professionalism | 13. Professionalism |

FUNCTIONAL AREA DEFINITIONS

1. Candidate provides a safe environment to prevent and reduce injuries.
2. Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.
3. Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.
4. Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of children.
5. Candidate provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.
6. Candidate actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
7. Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual ways and to express their creative abilities.
8. Candidate provides physical and emotional development and emotional security for each child and helps each child to know, accept, and take pride in himself or herself and to develop a sense of independence.
9. Candidate helps each child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults.
10. Candidate provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.
11. Candidate maintains an open, friendly, and cooperative relationship with each child's family, encourages their involvement in the program, and supports the child's relationship with his or her family.
12. Candidate is a manager who uses all available resources to ensure an effective operation. Candidate is a competent organizer, planner, record keeper, communicator, and a cooperative coworker.
13. Candidate makes decisions based on knowledge of early childhood theories and practices, promotes quality in child care services, and takes advantage of opportunities to improve competence, both for personal and professional growth, and for the benefit of children and families.

[2]Ibid., pp. 3-4. Reproduced by permission of the Council.

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CDA COMPETENCY GOALS
AND FUNCTIONAL AREAS FOR HOME VISITORS[3]

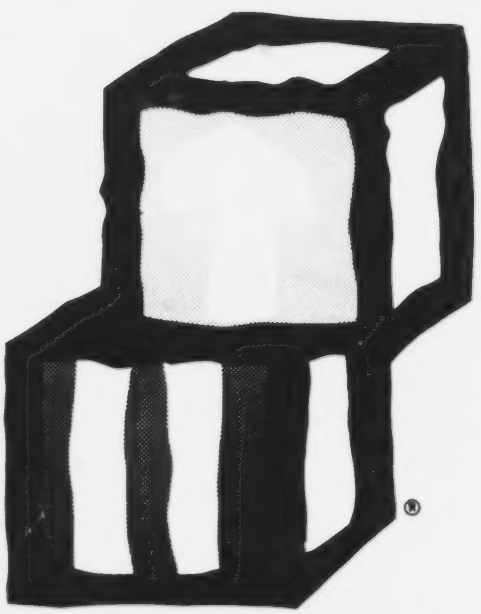
| COMPETENCY GOALS | FUNCTIONAL AREAS (Key Words) | DEFINITIONS |
|---|---|---|
| I. TO ESTABLISH AND MAINTAIN A SAFE, HEALTHY LEARNING ENVIRONMENT | 1. SAFE | Candidate helps parents provide a safe environment to prevent and reduce injuries. |
| | 2. HEALTHY | Candidate promotes good health and nutrition and helps parents provide an environment that contributes to the prevention of illness. |
| | 3. LEARNING ENVIRONMENT | Candidate helps parents to use space, relationships, materials, and home routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning. |
| II. TO ADVANCE PHYSICAL AND INTELLECTUAL COMPETENCE | 4. PHYSICAL | Candidate helps parents provide a variety of equipment, activities, and opportunities to promote the physical development of children. |
| | 5. COGNITIVE | Candidate encourages parents to provide activities and opportunities that support curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children. |
| | 6. COMMUNICATION | Candidate encourages parents to communicate actively with children and provide opportunities and support for children to |

[3]From Child Development Associate Assessment System and Competency Standards: Home Visitor (Washington, DC: Council for Early Childhood Professional Recognition, 1986), pp. 3-4.

| COMPETENCY GOALS | FUNCTIONAL AREAS (Key Words) | DEFINITIONS |
|---|---|---|
| | | understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings. |
| | 7. CREATIVE | Candidate helps parents provide opportunities that stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual ways and to express their creative abilities. |
| III. TO SUPPORT SOCIAL AND EMOTIONAL DEVELOPMENT AND PROVIDE POSITIVE GUIDANCE | 8. SELF | Candidate supports parents in providing physical and emotional security for each child and helping each child to know, accept, and take pride in himself or herself and to develop a sense of independence. |
| | 9. SOCIAL | Candidate encourages parents to ensure that each child feels accepted in the family, to help children learn to communicate and get along with others, and to support feelings of empathy and mutual respect among children and adults. |
| | 10. GUIDANCE | Candidate helps parents provide a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals within a family. |
| IV. TO ESTABLISH POSITIVE AND PRODUCTIVE RELATIONSHIPS WITH FAMILIES | 11. FAMILIES | Candidate maintains an open, friendly, and cooperative relationship with each family, encourages parents' involvement in the program, and supports family relationships. |

| COMPETENCY GOALS | FUNCTIONAL AREAS (Key Words) | DEFINITIONS |
|---|---|---|
| V. TO ENSURE A WELL-RUN, PURPOSEFUL PROGRAM RESPONSIVE TO PARTICIPANT NEEDS | 12. PROGRAM MANAGEMENT | Candidate is a manager who uses all available resources to ensure an effective operation. The candidate is a competent organizer, planner, record keeper, communicator, and a cooperative coworker. |
| VI. TO MAINTAIN A COMMITMENT TO PROFESSIONALISM | 13. PROFESSIONALISM | Candidate makes decisions based on knowledge of early childhood theories and practices, promotes quality in child care services, and takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families. |

# II. The Leadership Role of the Education Coordinator



## EXAMPLES OF COLLABORATION BETWEEN THE EDUCATION AND HEALTH COMPONENTS

**1304.3-1 Health services general objectives.**

The general objectives of the Health Services Component of the Head Start program are to:

(a) Provide a comprehensive health services program which includes a broad range of medical, dental, mental health, and nutrition services to preschool children, including handicapped children, to assist the child's physical, emotional, cognitive, and social development toward the overall goal of social competence.

(b) Promote preventive health services and early intervention.

(c) Provide the child's family with the necessary skills and insight and otherwise attempt to link the family to an ongoing health care system to ensure that the child continues to receive comprehensive health care even after leaving the Head Start program.

| Daily Program | With Parents | Staff and Parent Training |
|---|---|---|
| • The curriculum includes activities that prepare children for visits to doctors and dentists, and for other health screenings.<br><br>• Children brush their teeth after meals.<br><br>• Health education activities are included in the curriculum.<br><br>• Children learn about health treatment procedures through activities in the classroom and in the home.<br><br>• The curriculum includes experiences for all children that promote sound mental health. | • Education staff may be asked to remind parents to authorize health services.<br><br>• Education staff may be asked to inform parents of appointments for screenings and follow-up appointments.<br><br>• Parents are encouraged to accompany their children to medical and dental appointments.<br><br>• Education staff works with the Health Component staff to help parents learn how to meet the assessed needs of their children.<br><br>• Education staff includes ideas to promote self-esteem in home education materials. | • Training is provided on the mental health program, including observation techniques and methods for meeting the assessed needs of children.<br><br>• Training is provided for staff and parents on medical emergency procedures and preventative measures.<br><br>• At least one staff person per center knows first aid. |

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EXAMPLES OF COLLABORATION BETWEEN THE EDUCATION COMPONENT AND NUTRITION SERVICES

1304.3-9 Nutrition objectives.

The objectives of the nutrition part of the Health Services Component of the Head Start program are to:

(a) Help provide food which will help meet the child's daily nutritional needs in the child's home or in another clean and pleasant environment, recognizing individual differences and cultural patterns, and thereby promote sound physical, social, and emotional growth and development.

(b) Provide an environment for nutritional services which will support and promote the use of the feeding situation as an opportunity for learning.

(c) Help staff, child, and family to understand the relationship of nutrition to health, factors which influence food practices, and the variety of ways to provide for nutritional needs and to apply this knowledge in the development of sound food habits even after leaving the Head Start program.

(d) Demonstrate the interrelationships of nutrition to other activities of the Head Start program and its contribution to the overall child development goals.

(e) Involve all staff, parents, and other community agencies as appropriate in meeting the child's nutritional needs so that nutritional care provided by Head Start complements and supplements that of the home and community.

| Daily Program | With Parents | Staff and Parent Training |
|---|---|---|
| • Food-related activities are used to introduce new foods, to reinforce sound nutrition, and to introduce other concepts.<br><br>• The daily schedule is planned so that children are relaxed and ready to eat.<br><br>• Education staff eats with small groups of children, acting as role models and encouraging children to serve themselves, make conversation, and try new foods.<br><br>• Classroom activities include opportunities to shop for food, prepare food, introduce new foods, set the table, etc. | • Education staff talks to parents about their child's nutrition and eating habits.<br><br>• Home visitors help parents make the best use of available foods.<br><br>• Home education activities are designed to promote sound nutrition practices by parents. | • Education staff members attend nutrition training.<br><br>• Education staff serves nutritious snacks at parent training sessions.<br><br>• Nutrition staff attends classroom committee meetings to provide training on healthy nutrition practices. |

## EXAMPLES OF COLLABORATION BETWEEN THE EDUCATION AND SOCIAL SERVICES COMPONENTS

**1304.3-1 Social services objectives.**

The objectives of the Social Services Component of the Performance Standards are to:

(a) Establish and maintain an outreach and recruitment process which systematically insures enrollment of eligible children.

(b) Provide enrollment of eligible children regardless of race, sex, creed, color, national origin, or handicapping condition.

(c) Achieve parent participation in the center and home program and related activities.

(d) Assist the family in its own efforts to improve the condition and quality of family life to become self-sufficient.

(e) Make parents aware of community services and resources and facilitate their use.

| Daily Program | With Parents | Staff and Parent Training |
|---|---|---|
| • Education staff provides attendance information to the Social Services Component.<br><br>• Education staff observes children and watch for indicators of social service needs. | • Often an Education staff member notices a family's need and makes an immediate referral to the Social Services Component.<br><br>• Education staff works with Social Services staff to establish a relationship and continuity between home and Head Start. | • Social services staff provides training on confidentiality policies and regulations and on the identification of child abuse and neglect.<br><br>• Parent education programs may also address some of the identified social service needs. |

EXAMPLES OF COLLABORATION BETWEEN THE EDUCATION AND PARENT INVOLVEMENT COMPONENTS

**1304.5-1 Parent involvement objectives.**

The objectives of the Parent Involvement Component of the Performance Standards are to:

(a) Provide a planned program of experiences and activities which support and enhance the parental role as the principal influence in their child's education and development.

(b) Provide a program that recognizes the parent as:

(1) Responsible guardians of their children's well being.
(2) Prime educators of their children.
(3) Contributors to the Head Start program and to their communities.

(c) Provide the following kinds of opportunities for parent participation:

(1) Direct involvement in decision making in the program planning and operations.
(2) Participation in classroom and other program activities as paid employees, volunteers, or observers.
(3) Activities for parents which they have helped to develop.
(4) Working with their own children in cooperation with Head Start staff.

| Daily Program | With Parents | Staff and Parent Training |
|---|---|---|
| • Parents learn about child development by serving as classroom volunteers.<br><br>• Education staff may prepare center or class newsletters,or send important messages home with the children.<br><br>• Parents gain a better understanding of the curriculum when they are involved in planning daily activities and when they work in the classroom.<br><br>• Education staff provides parent orientation to the daily program. | • A parent bulletin board may be maintained by the Education staff in the center to provide information for parents about community resources and opportunities for continuing education.<br><br>• Education staff meets with parents informally and makes regularly scheduled home visits to discuss each child's progress and to develop future goals.<br><br>• Parent center and class meetings are opportunities for shared decision making. | • Education staff trains classroom volunteers.<br><br>• The Education Component provides parent training in areas such as the curriculum, planning, child development, articulation to and continuity with the public schools, and more.<br><br>• Education staff may assist in implementing Exploring Parenting or other parent education programs. |

## TIPS FOR EFFECTIVE COMMUNICATION[1]

Clarify the purpose of the exchange. Begin by stating what you hope to accomplish.

Avoid generalities when describing people or things. Try to give specific examples to illustrate what is being said.

Check the tone. The manner in which a message is conveyed can be as important as the words. The tone should be consistent with your feelings and with what is to be accomplished from a conversation.

Make words and nonverbal actions congruent. Dress, gestures, eye contact, sitting or standing position, and other expressive features carry powerful messages which can strengthen or weaken a message. Give careful consideration to this dimension of the communication process.

Avoid indirect communication whenever possible. Since gestures, facial expressions, and body language are so important to communication, avoid nonpersonal exchanges (like telephone conversations) as first meetings or when the message may in the slightest way be misconstrued or open to misinterpretation. Strive first for personal contact with parents and committee members, relying on written communication and telephone conversations after rapport has been established.

Ask for clarification. Many people hesitate to say when they don't understand. Spoken in a nonthreatening manner, phrases such as, "I'm not quite sure I understand you," or "What do you mean by that?" facilitate clarification. Utilizing this process can have the added benefit of encouraging the other person to do the same.

Be aware of how inanimate objects can effect communication. Seating arrangements and positioning of furniture can be unconscious barriers to communication. Utilize physical space to reflect the messages being conveyed.

Try not to overcommunicate. Perhaps the hardest part of talking is knowing when to stop. Provide sufficient details so that concepts are clear, but don't include information that is irrelevant or repetitive.

Respect the importance of good timing. Respect the needs of others by asking them, "Is this a good time for us to talk about . . . ?" In addition, by extending this respect, the sender conveys that he or she would appreciate the same courtesy.

Speak for yourself. Avoid speaking for others. Use "I think" instead of "People think," or "They feel."

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[1]Reprinted with permission from AVOIDING BURNOUT, by Paula Jorde, copyright (c) 1982 by Paula Jorde, published by Acropolis Books Ltd., Washington, DC 20009, $14.95.

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Support risk-taking. Remember that risk-taking and self-exposure are valuable both to the individual and the group. Share feelings. Then support others in their risk-taking efforts. Be careful not to use another's self-exposure as a chance to "one-up."

Beware of "air-time." Always ask: "What percent of the air-time am I taking?" Give people time to answer questions. Don't be afraid of silence.

Be direct. Ask for what is wanted. This sometimes requires confrontation. Confront discrepancies in behavior and verbalization.

Face the person who is talking. Try not to engage in other activities during that time.

Listen carefully to what a person has to say. Do this whether you agree totally or not. Consider criticisms, and avoid becoming defensive. Try to see the other point of view. Ask questions to clarify before responding with your point of view.

Practice active listening. Summarize and restate major discussion points to make sure that the message received was the message that was intended. Ask questions if there is something that is unclear.

## SUGGESTED STRATEGIES FOR MANAGING TIME[2]

Get a good start. Frantic mornings at home can set the stage for a chaotic day. Prepare and plan the night before to reduce last minute anxieties.

Plan activities on a daily, weekly, and long-range basis. Refer regularly to those plans.

Develop routines. Planning to do the same things at the same time each day or each week both conserves energy and promotes continuity. Organize regular daily and weekly activities and develop routines for completing them.

Take advantage of your mood. Work on activities that require more thought and concentration during those times when you are most productive. Perform routine tasks when peak performance is not essential.

Set realistic goals. Don't try to write War and Peace if there is only time for a 20-page summary. Set deadlines and limits that are both responsive and achievable. Then, stick to them.

Organize the work environment. Arrange your desk, files, and office to maximize performance. Situate yourself to reduce interruptions from other conversations, continuous traffic, and center noise.

Learn to say no. Try not to accept tasks that someone else could do. Offer concrete alternatives for how the work could be completed.

Tame the telephone. Don't let the telephone monopolize your work day. Schedule a time when routine calls can be returned. Use conference calls to avoid repetition.

Overcome procrastination. Force yourself to tackle those tasks that you often avoid. Dividing large tasks into smaller chunks often helps the task to appear less threatening.

Call ahead. Assuming that a person is in often leads to wasted trips. A call to ask for an appointment or to confirm a prescheduled meeting is not only a courtesy but a timesaver as well.

Become a speed reader. This is skill will prove invaluable in keeping abreast of the tremendous volume of information on child development, curriculum methods, day care, and current events.

Eliminate when possible. Constantly reassess your procedures and activities to identify ways to streamline. Eliminate duplicate efforts.

Prioritize your activities. Do the important tasks first.

Delegate tasks to responsible staff.

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[2]Ibid.

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## STRESS MANAGEMENT STRATEGIES[3]

People who thrive as leaders in preschool programs have developed the following successful strategies for managing stress.

- Take care of yourself. Regular physical exercise is invaluable.
- Consider ways to improve each aspect of the program.
- Know yourself. Understand your needs, ideals, and your characteristic reactions to stress.
- Lead a balanced life. Save time and energy for family, hobbies, and aesthetic pursuits. Don't always "try harder." Sometimes it's better to "try softer."
- Practice "detached concern." Develop it in a deeper and deeper way throughout your professional life. While a certain level of caring is important, try to avoid becoming too emotionally or personally involved in a particular family, individual, or program. Accept even negative outcomes when you have done all that is humanly possible. Try not to torture yourself if every case does not have a "happy ending."
- Set priorities among tasks and stick to them.
- Develop a realistic career plan for your professional future.
- Regularly seek out expert resource people for advice and assistance.
- Make participation in professional activities a way of life. Broaden acquaintances in your primary and related fields.
- Exhibit a sense of humor, enjoy work, keep problems in perspective, and don't take yourself too seriously.
- Give yourself credit for growing expertise in your profession.

---

[3]From Martha Bramhall and Susan Ezell, "How Agencies Can Prevent Burnout," Public Welfare 39 (Summer 1981): 33-37.

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# Are You an Effective Leader?

## by Roger Neugebauer

You may not feel like a leader. Given the crisis management way in which you often spend most of your time, you may feel more like a paramedic, a plumber, an accountant, a fundraiser, a bureaucrat appeaser, a lawyer, or a supply clerk. If your nursery school or child care center is to survive, you must perform well in all of these roles. Yet, when it comes to the quality of care children receive in your center, it is your performance as a leader that really matters.

But how can you know if you are being effective as a leader? To begin with, if the children in your program are clearly thriving or suffering, it is probably safe to assume that these extreme conditions are directly related to your strength or weakness as a leader. More specifically, the "Leadership Assessment Guide" on pages 23 and 24 can help you evaluate the nature of your leadership. Before reading any further, it might be helpful for you to take 15 minutes and rate yourself (on a separate piece of paper) using this Guide. Then read the remainder of this article to interpret this rating and to see if you can improve your leadership effectiveness.

### Four Types of Leaders

Four types of leaders can be identified in child care. What differentiates these types is the varying degrees of emphasis they place on achieving results and on promoting staff relations. Emphasis on results is measured by the extent to which directors try, and succeed in, directing the efforts of the staff into accomplishing the objectives of the program. Emphasis on relations is determined by the degree of concern a director has for the personal and professional needs of her teachers as well as by the level of confidence she has in their ability and responsibility.

These four types can briefly be described as follows:

Child Care Information Exchange, 46 (November 1985), pp. 18-22.

**The Task Master** places heavy emphasis on results and little emphasis on relations.

- Always works very hard herself but believes teachers are likely to slack off if tight supervision is not enforced from above.
- Seeks to control teachers' behavior through rules, notices, threats, and disciplinary action.

### Traits of Leaders

The traits for leadership success are humility, deep understanding of the nature of the business, deep respect for those on the firing line and those who can enjoy making the organization work, a demonstrated record of guts, industry, loyalty downward, judgment, fairness, and honesty under pressure.
—Robert Townsend

- Establishes clear goals for the program, designs a curriculum which can accomplish these goals, closely supervises teachers' implementation of this curriculum, and continually evaluates to see how the curriculum is working.
- Fosters only downward communication in the form of orders and instructions to teachers.
- Addresses center problems decisively and swiftly, but seeks little advice from teachers in dealing with these problems, and delegates little responsibility to them.
- Provides feedback through criticism of teachers' classroom behavior and rule breaking.
- Fosters a tense, impersonal environment, where creativity and risk taking are discouraged.

**The Comrade** places little emphasis on results and heavy emphasis on relations.

- Is not inclined to work overly hard and believes teachers work best when they are happy and friendly.
- Shies away from overt forms of control, seeks to encourage proper behavior through friendly persuasion.
- Allows each teacher to establish her own goals, to implement her own curriculum approach, and to evaluate her curriculum.
- Strives to keep everyone communicating with everyone on a personal as well as a professional level.
- Discusses center problems with teachers and actively seeks their advice, but fails to follow through and act decisively.
- Provides feedback through frequent praise of teachers' performance and ability.
- Fosters a warm, friendly environment in which teachers are encouraged to do their own thing.

**The Motivator** places heavy emphasis on both results and relations.

- Works very hard herself and believes teachers are naturally inclined to work hard if they are committed to their work.
- Encourages staff to exercise self-control over their own performance.
- Develops with teachers a set of goals they all believe in, works with teachers in designing and implementing a curriculum to achieve these goals and to implement an evaluation process to monitor their progress.
- Facilitates an open two-way communication flow.
- Addresses center problems promptly and decisively, and utilizes the knowledge and skills of all staff members in solving these problems.
- Encourages the frequent sharing of nonjudgmental feedback among all staff members.
- Fosters a warm, friendly environment which actively encourages creativity and risk taking.

**The Unleader** places little emphasis on either results or relations.

- Is not inclined to work very hard and believes her teachers, likewise, are inclined to avoid hard work.
- Seeks to maintain control through rules and procedures but is lax and inconsistent in enforcing them.
- Makes no effort to clarify the program's goals, to provide a sense of direction to the curriculum, or to evaluate what is happening.
- Is ineffective in promoting communications of any type.
- Complains about center problems a great deal around staff members, but takes no steps to deal with them.
- Provides little, if any, feedback to teachers.
- Fosters a tense, chaotic environment in which little effective activity, creative or otherwise, occurs.

### Demands on Leaders

The head of an organization unwittingly assumes the responsibility of being all things to all men who are related to the organization. He must revere the past, predict and succeed in the future, make a profit, carry the burdens of people and operations no longer efficient, and enjoy himself besides. His whim becomes magnified into other people's law. . . . His law is often treated as if it were whim. . . . If he demands that people produce, he is exploitative. If he treats them with beneficence, he is paternalistic. If he is unconcerned about their worries, he is rejecting. If he opposes what he believes to be irrational, he is hostile. If he gives in, he is weak.
—Harry Levinson

## What Type of Leader is Best?

It is at this point in articles on leadership where this stock phrase is inserted: "No one type of leadership is always best—it depends upon the situation." Fortunately, in child care we need not be quite so noncommittal. Studies of administration in child care centers have yielded the following insights:

**Step 1. Share the results.** At a staff meeting, pass out blank copies of the Guide to all staff members. Then go down the list and announce the overall rating for each item. Try not to express anger, regret, or any other defensive reactions while reporting.

**Step 2. Discuss the results.** Identify three or four of the lowest ratings, and discuss these one at a time. Invite staff members to share incidents or examples of center practices which demonstrate why these ratings may have been low. It would be best if you could play a low key role in this discussion. The more you listen, the more you will learn. You may need to prime the pump—to get the discussion rolling—by asking specific questions about the way you do things. For example, you might ask, "How often do you get feedback from anyone on how you talk to the children?" or "When we had the problem with traffic patterns in the toddler room, did we address it properly?"

**Step 3. Develop a game plan.** Select one or two items that you would like to address as a team. Set specific goals for these items. For example, you may decide to improve the overall rating on "Feedback" from 3.5 to 7.0 within six months. Then brainstorm some strategies for achieving these goals. Put these goals and strategies on paper, and pass them out to all staff members.

**Step 4. Monitor your progress.** Every three months or so, check out your progress. Pass the Guide out to all staff members and have them rate conditions at that point. Discuss whether your strategies are working, or whether you need to rethink what to do to make progress.

## Can You Change?

Leadership style is often viewed as a fixed behavior pattern—a deeply ingrained component of an individual's innate personality. However, an individual's leadership behavior is not static. A leader may utilize a different approach to handling different situations and may handle the same situation differently at different times (Blake). A Motivator, for example, may handle certain problems more like a Task Master or a Comrade.

The type of leader a person is, therefore, is not a single uniform, unchanging behavior pattern. Rather, it is the net effect of a complex combination of various behaviors. By changing the manner in which you handle specific situations, you can begin to adjust your overall leadership style.

The Leadership Assessment Guide is one tool you can use to identify the strong points and the weak points of your leadership behavior. If you want to improve, you can then use this as an opportunity to work with the staff in setting and implementing strategies for change.

While it is certainly possible to adjust your pattern of leadership, such change will not come easily or dramatically. Yet the rewards are clearly worth the effort. Improvements in your effectiveness as a leader will inevitably improve the satisfaction you experience on the job, as well as the quality of care children receive in your program.

## References and Resources


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Tannenbaum, Robert, and Warren H. Schmidt. "How to Choose a Leadership Pattern." **Harvard Business Review**, May-June, 1973 (#73311).

Townsend, Robert. **Further Up the Organization.** New York: Alfred A. Knopf, 1984.


### Some Evaluation Options

If you are eager to evaluate your leadership, but are not comfortable with the Leadership Assessment Guide, you do have some viable options. First, it is important to know that the Guide itself is not set in stone. You can add or take out different leadership elements so that you can assess those aspects of your leadership that most concern you.

In addition, there are two other evaluation tools included in this issue. On page 25 is the "Leadership Skills Appraisal" which is adopted from a tool developed by Nova University. On page 26 is the "Director Evaluation Checklist" which was developed by Steve Sternberg, the director of the University of Michigan Children's Center.

If you have a leadership evaluation tool which you have found to be particularly useful, we would appreciate your sharing it with **Exchange**. We will study it for sharing with our 11,000 subscribing directors in a future issue.

• A director's leadership style has been found to be strongly related to the style of teaching in the center. In centers where directors displayed warm and flexible leadership, the teachers were observed to be high in encouragement, sensitivity, and creativity, and low in restriction. Where directors' leadership was arbitrary and lacking in warmth, teachers' performance was rated low in encouragement and high in restriction and in lessons on rules for socializing, formal skills, and control and restraint. (Prescott)

• A director's decisionmaking style has been found to be strongly related to the tone of interpersonal relations in the center. Centers in which directors encouraged staff participation in decisionmaking exhibited significantly higher levels of staff motivation, mutual support and trust, communication, and clarity of objectives than did centers with authoritarian directors. (Neugebauer)

• Teachers have been found to prefer leadership which is high on results and relations. Teachers were motivated to work hard not by praise from their director nor by friendly relations with the director and other teachers but rather by satisfaction from doing meaningful work well. The majority of teachers preferred to have all staff members involved in major decisionmaking. (Neugebauer)

From these findings, it is clear that the Motivator is the best type of leader in a child care setting. The Motivator is able to combine a high emphasis on results with a high emphasis on relations. The key to her success is her confidence in the ability of her teachers to exercise self-control over their own performance. Rather than devoting her time to checking up on the teachers to be sure they are performing well, she concentrates on working with the staff in establishing goals and a curriculum to which they all are personally committed. The teachers, therefore, have a strong personal interest in helping the organization achieve results because it is their own objectives which they are seeking to accomplish.

### Responsibilities of Leaders

The vision of a manager should always be upwards—towards the enterprise as a whole. But his responsibility runs downward as well—to the people on his team. He has to make sure that they know and understand what is demanded of them. He has to help them set their own objectives. Then he has to help them reach these objectives. He is responsible for getting the tools, the staff, the information they need. He has to help them with advice and counsel, and, if need be, to teach them how to do better. Seeing his relationship towards them as duty towards them and as responsibility for making them perform and achieve rather than as *supervision* is a central requirement for organizing the manager's unit effectively.
—Peter F. Drucker

The director in this setting plays a supportive role. She secures the resources which the teachers need, she provides frequent and objective feedback to teachers which they can use to improve their own performance, she keeps teachers informed of major issues affecting the center, and she works hard to secure their input in dealing with center problems.

In short, the Motivator does not lead from out front by issuing commands or giving pep talks. She works more from within the staff to maintain a close fit between the objectives of the individual teachers and the objectives of the organization. While she does not relinquish final responsibility for the overall direction of the program, she does succeed in having teachers accept responsibility for directing their own performance. The result is best summarized by Lao-tzu: "When the best leader's work is done, the people say, 'We did it ourselves!'"

The Task Master can also be an effective leader in child care. The Task Master is more inclined to establish the goals for the program herself and simply issue instructions to the teachers on how to implement a curriculum to accomplish these goals. If the teachers respect the competence of this director and if they have no objections to her curriculum approach, they would probably suppress their personal feelings and work hard to make the program successful.

However, such cooperation would not result if teachers had serious reservations about the director's ability to develop a sound curriculum. Their objections to not being treated as responsible professionals would probably come to the fore. Frustration and hostility would erode their willingness to work hard.

Centers directed by Comrades or Unleaders, on the other hand, can only be successful in spite of their leaders rather than because of them. What would be needed in either setting would be for an effective, yet unofficial, leader to arise from among the teachers to direct teachers' efforts toward positive results. In this instance, the director would function more as a figurehead, an administrative aide, or a cheerleader.

### How Do You Rate?

If you assessed your leadership with the Leadership Assessment Guide, you ended up with a rating for *results* and one for *relations*. To find out what type of leader you are, compare your ratings with those below for the four types of leaders. For example, if your results rating is 23 and your relations rating is 46, you would be considered a *Comrade*.

| | | |
|---|---|---|
| **Task Master** | Results | 32-63 |
| | Relations | 0-31 |
| **Comrade** | Results | 0-31 |
| | Relations | 32-63 |
| **Motivator** | Results | 32-63 |
| | Relations | 32-63 |
| **Unleader** | Results | 0-31 |
| | Relations | 0-31 |

## Are You Sure?

Now that you **know** what type of leader you are, a word about self-deception is in order. It may well be that the type of leader you have rated yourself to be will more accurately reflect what type of leader you want to be than what type of leader you actually are. In a study of the management of 24 New England child care centers, this author found that directors' perceptions of their own leadership styles were significantly different from what their teachers perceived their styles to be. Teachers generally found directors to be far more authoritarian than directors considered themselves to be (Neugebauer).

To check the accuracy of your self-assessment, it may be helpful to have your teachers assess your leadership. This can provide you with valuable insights on how the teachers perceive your leadership behavior.

However, such an assessment is not without potential pains and hazards. To begin with, a director opening herself up to evaluation by her teachers needs to have a fair degree of self-confidence. If you are insecure about your leadership at the outset, and then teachers rate you unexpectedly low in certain areas, this could provide a blow to your ego that you will not soon recover from.

Before jumping in, therefore, you should think about how comfortable you are in your relationships with the teachers, and how able you would be to handle some critical ratings. New directors in particular should shy away from being intensely evaluated until they have had at least a year on the job to get to know the staff and to find a management style that works for them in this setting.

When you are ready to be evaluated, you may want to start by discussing the Guide at a staff meeting so that teachers understand that you need their honest feedback in order to be a better director. Take some time to discuss each item on the Guide so that there is general agreement on the meaning of terms.

The first time teachers actually use the Guide, you might ask them to rate how they would **prefer** leadership to be handled in the center. This will give them the chance to test out the Guide, to see if there are any parts that are still not clear. The results may also be helpful to you as they will spell out what teachers expectations are for you.

When everyone is ready to use the scale to rate actual center performance, you should pass out one copy of the Guide to each staff member (including teacher aides, cooks, and bus drivers). Have everyone complete the forms anonymously at their own pace.

To tabulate the results, add up all the scores for each item and divide by the number of people turning in the Guide. For example, if seven staff members rate item #1 ("Clarity of Objectives") 2, 3, 1, 3, 2, 2, and 1, the overall rating for that item would be 2 (14 divided by 7).

## Now Comes the Hard Part

When you first read the overall ratings of staff members, you may want to shout for joy or cry in anguish. Most likely you will do a little of both. Your next inclination will be to throw the ratings away and to get on with life. This would be a mistake (unless, of course, your ratings all are perfect 9's). It is one thing to know how staff perceive your leadership, and another to do something about it. To make the most of this opportunity, you need to take some additional painful, yet positive, steps.

### One Director's Experience

Mary Jane Blethen, the director of the Golden Heart Child Care Center in Mankato, Minnesota, used the Leadership Assessment Guide to assess her leadership performance in 1983. She approached the process with considerable nervousness—she felt quite comfortable with her leadership, but she wasn't sure if the staff felt the same. In fact, when she and her secretary were tabulating the ratings by the staff she found herself being possessed by large doses of both curiosity and anxiety.

Much to Blethen's relief, she found that the ratings came out near the top in most categories. This was very confirming to her. However, there were some surprises, most notably with the item of "Feedback." She considered herself to be a "wonderful" communicator of feedback, but the staff didn't see it that way. They indicated that they received feedback on their performance only once or twice a month.

After discussing the problems in the area of feedback, the staff set as a goal raising the rating for Feedback from 5.3 to 6.6 within 12 months. After considering a number of formal feedback techniques, the staff decided to try out a combination of the "DESC" model of feedback developed by Sharon and Gordon Bower and the "Personal Messages" model developed by Marjorie Kostelnik and P. D. Kurtz. During the next 12 months the staff worked on improving feedback using these approaches. At the end of this period they performed the Leadership Assessment Guide rating again and found that the Feedback rating had improved to 6.5.

While the new rating fell just short of the goal, staff were satisfied that dramatic progress had been made. Blethen found that the meeting at which the initial ratings were discussed provided a real breakthrough. After she shared the results, the staff members were much more open than in the past in discussing leadership issues. "Using the Guide was a real jumping off point," reports Blethen. After that, staff really got involved in this process of change.

# Leadership Assessment Guide

Rate your center on a scale of 0-9 for each of the 14 leadership elements listed below. Select the statement which most accurately describes the situation in your center, and place its rating in the blank on the left. If the situation in your center lies somewhere between two of the statements, use a rating midway between the two given ratings. For example, if communications in your center are somewhere between moderately frank and moderately guarded, you might record a rating of 4 or 5 to the element **Communications**.

____ **1. Clarity of Objectives**

(9) The center has **clear** objectives which are understood by **all** staff members.
(6) The center has **fairly clear** objectives which are understood by **most** staff members.
(3) The center has objectives, but **few** staff members are **aware** of them.
(0) The center does **not** have **any** established objectives.

____ **2. Communications**

(9) Communications flow **both ways** between director and teachers and are **extremely** frank and open.
(6) Communications flow **both ways** and are **moderately** frank and open.
(3) Communications flow **primarily** down from the director and are **somewhat** guarded and cautious.
(0) Communications flow **only** downward and are **extremely** guarded and cautious.

____ **3. Ongoing Planning**

(9) Staff members engage in planning on a **weekly** basis to insure that the daily curriculum promotes the center's objectives.
(6) Staff members engage in planning on a **monthly** basis to promote the center's objectives.
(3) Staff members engage in **occasional** planning with **little** emphasis on objectives.
(0) Staff members do **not** engage in planning on a regular basis.

____ **4. Creativity**

(9) Staff members are **encouraged** to be creative, to take risks, and to explore their own interests.
(6) Staff members are **allowed** to be creative, to take risks, and to explore their own interests.
(3) Creativity, risk taking, and the exploration of one's own interests are **discouraged.**
(0) Creativity, risk taking, and the exploration of one's own interests are **forbidden.**

____ **5. Evaluation**

(9) Center objectives, curriculum results, and staff performance are **continuously** evaluated.
(6) Evaluation occurs on a **frequent** basis.
(3) Evaluation occurs on a **sporadic** basis.
(0) Evaluation **seldom**, if ever, takes place.

____ **6. Decisionmaking**

(9) The director seeks input from **all** staff members in making major center decisions.
(6) The director seeks **advice** from **most** teachers before making major center decisions.
(3) The director seeks **advice** from a **few** teachers before making major center decisions.
(0) The director makes all decisions with **no** teacher input.

____ **7. Problem Solving**

(9) Problems confronting the center are **always** addressed promptly and decisively.
(6) Problems confronting the center are **usually** addressed promptly and decisively.
(3) Problems confronting the center are **occasionally** addressed promptly and decisively.
(0) Problems confronting the center are **never** addressed promptly and decisively.

____ **8. Policy Implementation**

(9) Center policies and procedures are enforced with **extreme** consistency and fairness.
(6) Center policies and procedures are enforced with **moderate** consistency and fairness.
(3) Center policies and procedures are enforced with **moderate** inconsistency and unfairness.
(0) Center policies and procedures are enforced with **extreme** inconsistency and unfairness.

____ **9. Feedback**

(9) Staff members are given constructive feedback on their performance on nearly a **daily** basis.
(6) Staff members are given constructive feedback on a **weekly** basis.
(3) Staff members are given constructive feedback about **once a month**.
(0) Staff members are **seldom**, if ever, given constructive feedback.

____ **10. Discipline**

(9) Discipline is **totally self-imposed**; staff are fully responsible for controlling their own behavior.
(6) Discipline is **mostly self-imposed**.
(3) Discipline is **mostly imposed from above**; control is exerted mostly through close supervision.
(0) Discipline is **totally imposed from above**.

____ **11. Staff Development**

(9) **Continuous** efforts are made to upgrade staff members' skills and knowledge.
(6) **Frequent** efforts are made to upgrade staff members' skills and knowledge.
(3) **Sporadic** efforts are made to upgrade staff members' skills and knowledge.
(0) Staff development **seldom**, if ever, takes place at the center.

____ **12. Staff Motivation**

(9) Staff members are **highly motivated** to perform to the best of their ability.
(6) Staff members are **moderately motivated**.
(3) Staff members are **moderately frustrated** with their work or the center.
(0) Staff members are **highly frustrated**.

____ **13. Director Motivation**

(9) The director is **extremely** enthusiastic and productive in her performance.
(6) The director is **moderately** enthusiastic and productive in her performance.
(3) The director is **slightly** enthusiastic and productive in her performance.
(0) The director is **not at all** enthusiastic and productive in her performance.

____ **14. Staff-Director Relationship**

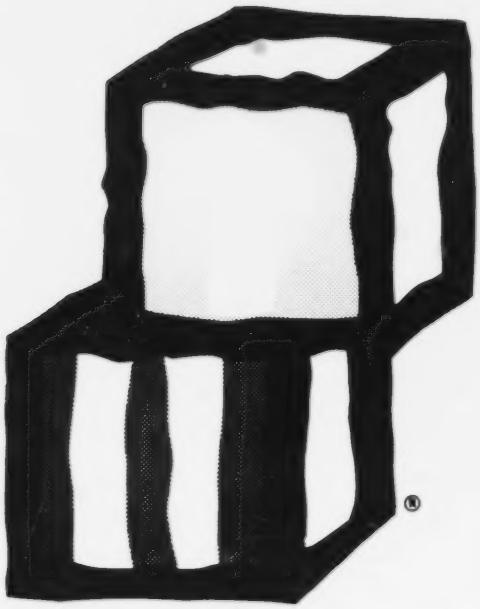
(9) The director is on **warm, personal** terms with **all** teachers.
(6) The director is **friendly** with **all** teachers.
(3) The director is **friendly** with **some** teachers.
(0) The director is personally **isolated** from the teachers.

**Scoring:** Place your ratings for all **odd** numbered elements on the **Results** line, and place all ratings for the **even** numbered elements on the **Relations** line. Add the ratings on each line. This will provide your center's overall rating for the leadership dimensions of results and relations.

**Results** (odd-numbered items) ____ + ____ + ____ + ____ + ____ + ____ + ____ = ____

**Relations** (even-numbered items) ____ + ____ + ____ + ____ + ____ + ____ + ____ = ____

# III. Planning the Education Component



SAMPLE FORMAT FOR EDUCATION COMPONENT PLAN

| PERFORMANCE STANDARD REFERENCE | OBJECTIVES | STRATEGIES | PERSON(S) | TIME FRAME | OUTCOMES |
|---|---|---|---|---|---|
| | | | | | |

## SAMPLE GOALS STATEMENTS

### Goal Statements from the ALERTA Curriculum[1]

ALERTA, one of the four bilingual/ multicultural curriculum models, has four primary goals. It is expected that use of the curriculum will:

1. Promote each child's appreciation of herself or himself as a person capable of a wide variety of intellectual and physical activities.

2. Encourage the children's positive recognition of the ways people from various groups are the same as well as the ways they are different from one another.

3. Foster an active curiosity in young children about the events that make up their lives so that they are led by their interest to engage with and successfully solve problems.

4. Develop in the children specific attitudes and skills that will help them deal successfully with school in today's culturally plural society.

Teachers using the bilingual component of ALERTA have two additional goals. For them, use of the curriculum will:

5. Promote the continued development of the children's first language in all aspects of their learning.

6. Effect the acquisition of a second language in all the children participating in the program.

### Sample Goals for Education Component[2]

Goals of the Education Services Component are the following:

I. Promote the social, emotional, intellectual, and physical development of each child.

II. Provide an educational program which is multicultural and meets special needs of all children.

III. Establish procedures for ongoing observations, evaluation, and follow-up of each child's development by planning for the development and instructional needs of each child and expanding the education component as necessary to meet these needs.

IV. Integrate the educational aspects of the various Head Start components into the daily program of activities.

V. Promote and encourage parent participation in helping to plan an appropriate education program for center, classroom, and home program activities.

VI. Enhance the knowledge, awareness, and understanding of parents and staff of the developmental needs of the children.

VII. Maintain a physical environment which is conducive to learning and is consistent with and promotes the health, safety, and developmental needs of the children.

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[1]Leslie R. Williams and Yvonne De Gaetano, Alerta, (c) 1985 Addison-Wesley Publishing Company, Inc., Menlo Park, CA. Reprinted by permission of the publisher.

[2]FY 86 Montgomery County Public Schools Education Component Plan (Rockville, MD: Montgomery County Public Schools Head Start, 1985).

## SAMPLE EDUCATION COMPONENT PLAN[3]

**GOAL:** IV. To integrate the educational aspects of the various Head Start components into the daily program of activities. 1304.2-2(d)*

| OBJECTIVES | STRATEGIES | PERSON RESPONSIBLE | TIME |
|---|---|---|---|
| A. To coordinate education and health component activities 1304.2-2(d) and 1304.306(a)(4) | 1. Establish routine preventative health measures, such as brushing teeth, washing hands, covering mouth, blowing nose, etc. These should be supervised and modeled by teaching staff. | Teacher | September & ongoing |
| | 2. Discuss roles and the importance of health professionals using pictures, clinic kit, prop boxes, dress-up area, filmstrips, etc. For example, teach dental health unit concurrent with visit of dental hygientist. 1304.3-6(a)(5) | Teacher | As scheduled by MCHD |
| | 3. Invite Head Start parents who work in health services as well as staff/community workers, including school health room aide to visit the classroom so children can interact positively with them in a familiar setting. 1304.2-2(e)(1) | Teacher | November-May |
| | 4. Visit school health room and local medical facilities such as Washington Adventist Hospital which has organized a tour for young children. | Teacher | September & ongoing |
| | 5. Use minor classroom accidents, such as scraped knees, to teach children about first aid. | Teacher | September & ongoing |

[3]Ibid.

Guide p. 55.

SAMPLE EDUCATION COMPONENT PLAN (CONTINUED)

**GOAL:** I. To promote the social/emotional, intellectual, and physical development of each child. 1304.2-2(b)*

| OBJECTIVES | STRATEGIES | PERSON RESPONSIBLE | TIME |
|---|---|---|---|
| B. Intellectual (cont.) | a) Use questions, such as: "If you are wearing stripes, you wash your hands for lunch. How many children are wearing stripes?" | Teacher | September & ongoing |
| 3. To integrate activities which develop language and intellectual skills in the daily routine | b) Use the unexpected (broken window, parent with new baby visiting, etc.) as well as the expected (scheduled vision screening) to stimulate language/intellectual skills | Teacher | September & ongoing |
| | c) See also Goal IV, integrating the educational aspects of the various Head Start components in the daily program of activities | Teacher | September & ongoing |
| C. Physical 1304.2-2(b)(3) | | | |
| 1. To develop fine and gross motor skill development as well as overall body fitness and coordination | a) Plan activities as part of the daily schedule both for the entire group and to meet individual needs | Teacher | September & ongoing |
| | b) Purchase and encourage the use of appropriate materials designed to promote children's physical development (e.g., large blocks, Big Wheels) | Teacher | September & ongoing |

## SAMPLE EDUCATION COMPONENT PLAN (CONTINUED)

**GOAL:** I. To promote the social/emotional, intellectual, and physical development of each child. 1304.2-2(b)*

| OBJECTIVES | STRATEGIES | PERSON RESPONSIBLE | TIME |
|---|---|---|---|
| C. Physical (cont.) | c) Plan for adequate indoor and outdoor space and time for children to work on physical skills; make use of playground equipment if available | Teacher | September & ongoing |
| | d) Provide appropriate guidance, supervision, and encouragement: "You climbed two rungs on the ladder. Good job!" | Teacher & I.A. | September & ongoing |
| | e) Observe and work with school P.E. teacher | Teacher & I.A. | September & ongoing |
| 2. To integrate all areas of development as well as integrating the educational aspects of other Head Start components 1304.2-2(d) | a) Teach body concepts and vocabulary during hula hoop activities | Teacher & I.A. | September & ongoing |
| | b) Discuss the importance of eating body-building foods; "Look how fast you're running. You've been eating a good breakfast." | Teacher & I.A. | September & ongoing |
| | c) Teach safety and care for self and others. For example, how to handle and walk with scissors or chairs; the "stop, drop, and roll" for fire safety; not to put nonfood items in the mouth | Teacher & I.A. | September & ongoing |
| | d) Reinforce singing games by playing these outside | Teacher & I.A. | September & ongoing |

INVENTORY FOR BUDGETING[4]

# Equipment and Material Checklist

Name of Center _____ Date _____

| QUANTITY AVAILABLE | TYPE OF EQUIPMENT | LOCATION | QUANTITY AVAILABLE | TYPE OF EQUIPMENT | LOCATION |
|---|---|---|---|---|---|
| | MANIPULATIVE PLAY | | | Jewelry | |
| | Wooden Puzzles | | | Shoes | |
| | Lego | | | Purses | |
| | Lotto | | | Dolls | |
| | Tinker Toys | | | Doll Clothes | |
| | Peg Boards & Pegs | | | Doll Beds | |
| | Beads or Spools for stringing | | | Mirror | |
| | Pounding Board and Hammer | | | Iron | |
| | Parquetry Blocks | | | Telephones | |
| | Lacing Toy | | | Rocking Chairs | |
| | Lock Board | | | Cuddly Toys | |
| | Puppets | | | Pots and Pans | |
| | DRAMATIC PLAY | | | Dishes | |
| | Dress-Up Clothes | | | Broom | |
| | Hats | | | Mop | |

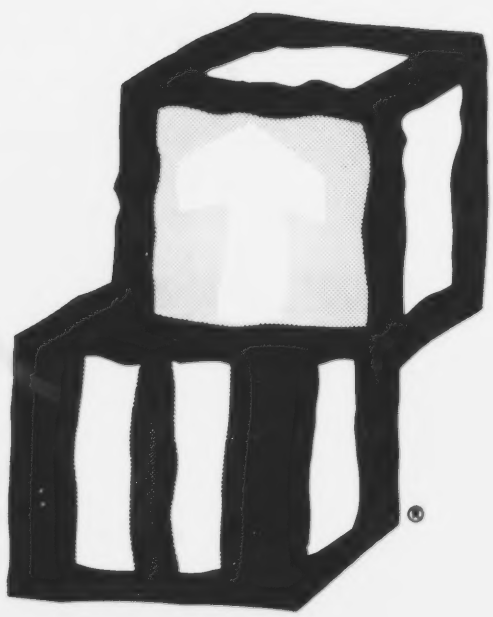
[4]From Center Training Guide: Cuyahoga County Child Care Enrichment Program TAPP Assoc., Atlanta, GA.

| QUANTITY AVAILABLE | TYPE OF EQUIPMENT | LOCATION | QUANTITY AVAILABLE | TYPE OF EQUIPMENT | LOCATION |
|---|---|---|---|---|---|
| | Child-size furniture<br>a. Tea table and chairs | | | Cooking utensils used for learning activities | |
| | b. Stove | | | Top | |
| | c. Cupboard | | | Old clock,radios, etc.,to take apart | |
| | d. Sink | | | BLOCK PLAY | |
| | e. Refrigerator | | | Unit Blocks | |
| | f. Ironing Board | | | Hollow Blocks | |
| | Dust Pan | | | Cardboard Blocks | |
| | Play Money | | | Transportation Toys<br>a. Trucks,large | |
| | Cash Register | | | b. Trucks,small | |
| | Play screen for stores,puppets,etc. | | | c. Trains | |
| | SCIENCE | | | d. Tractors | |
| | Color Paddles | | | e. Planes | |
| | Prisms | | | f. Cars | |
| | Magnifying Glass | | | Wood or rubber people | |
| | Tuning Fork | | | Wood or rubber animals | |
| | Magnets | | | MUSIC | |
| | Aquariums | | | Record Player | |
| | Pets--turtles,birds, fish, guinea pigs | | | Assorted Records | |
| | Flashlights | | | Rhythm Instruments | |
| | Gardening Tools | | | Autoharp or Other Instruments | |
| | Kaleidoscope | | | ART | |

| QUANTITY AVAILABLE | TYPE OF EQUIPMENT | LOCATION | QUANTITY AVAILABLE | TYPE OF EQUIPMENT | LOCATION |
|---|---|---|---|---|---|
| | Pounds of clay | | | Hammers | |
| | Pounds of Playdough | | | Nails and tacks | |
| | Scissors, blunt point | | | Saw | |
| | 4 oz. jars of paste | | | Screwdriver | |
| | Boxes of eight of large crayons | | | Ruler | |
| | Boxes of colored chalk | | | Soft wood | |
| | Cans of tempera paint | | | Sandpaper | |
| | Longhandle brushes | | | Miscellaneous: | |
| | Large pencils | | | LARGE MUSCLE | |
| | Cans of fingerpaint | | | Bean Bags | |
| | Packages of news-print | | | Balls | |
| | Packages of manila paper | | | Jump rope | |
| | Packages of finger-painting paper | | | Swings | |
| | Packages of con-struction paper | | | Mounted steering wheel | |
| | Sponges | | | Large building blocks | |
| | Easel | | | Sandbox | |
| | Smocks | | | Sand toys | |
| | WOODWORKING | | | Tricycle | |
| | Work Bench | | | Jungle Gym | |
| | Vise | | | Wheelbarrow | |

| QUANTITY AVAILABLE | TYPE OF EQUIPMENT | LOCATION | QUANTITY AVAILABLE | TYPE OF EQUIPMENT | LOCATION |
|---|---|---|---|---|---|
| | Wagons | | | | |
| | Climbing equipment | | | | |
| | Ladders | | | | |
| | Barrels | | | | |
| | Large Construction pipes | | | | |
| | Water play equipment | | | | |
| | Play House | | | | |
| | GAMES | | | | |
| | Pick-up sticks | | | | |
| | American Logs | | | | |
| | Card Games | | | | |
| | Parchesi | | | | |
| | Lotto | | | | |
| | Anagrams | | | | |
| | Scrabble | | | | |
| | Dominoes | | | | |
| | Bingo | | | | |
| | Marbles | | | | |
| | Puzzles | | | | |
| | Board Game | | | | |
| | Books | | | | |
| | Flannel board | | | | |
| | others | | | | |

# IV. Implementing the Education Component Plan



## CHILD HEALTH RECORD: FORM 1. GENERAL INFORMATION

TO BE COMPLETED BY HEAD START STAFF DURING PARENT/GUARDIAN INTERVIEW.

CHILD'S NAME: _____ SEX: _____ BIRTHDATE: _____

HEAD START CENTER: _____ PHONE: _____

ADDRESS: _____

NAME OF INTERVIEWER: _____ TITLE: _____

1. PERSON INTERVIEWED _____
   DATE _____, RELATIONSHIP TO CHILD _____
2. CHILD'S NICKNAME, IF ANY _____
3. CHILD'S ADDRESS *(Use pencil, keep current)*
   _____
   _____ Zip Code _____
   PHONE _____
4. FATHER'S NAME _____
5. MOTHER'S NAME _____
6. GUARDIAN'S NAME _____
7. CHILD IS USUALLY CARED FOR DURING THE DAY BY
   _____
   PHONE _____ RELATIONSHIP _____
8. LANGUAGE USUALLY SPOKEN AT HOME *(If more than one, place "1" by primary language)*:
   _____English _____Spanish
   _____Other _____
9. SOURCE OF REIMBURSEMENT OR SERVICES *(Circle "Yes" or "No" for each source. Use pencil, keep current)*
   YES NO EPSDT/Medicaid (Latest certification No.):
   _____
   YES NO Federal, State or Local Agency:
   _____
   YES NO In-Kind Provider: _____
   YES NO Other (3rd party): _____
   ID NO.: _____
   YES NO WIC
   YES NO Food Stamps
10. DATE OF CHILD'S LAST PHYSICAL EXAM
    _____
11. DATE OF LAST VISIT TO DENTIST
    _____

12. USUAL SOURCE OF HEALTH AND EMERGENCY CARE
    *(Name, address, and phone no.)*:
    Physician _____
    _____
    Clinic _____
    _____
    Hospital ER _____
    _____
    Other _____
    _____
    Dentist _____
    _____
13. IN CASE OF EMERGENCY NOTIFY
    (1) _____
    Relationship _____
    Phone _____ or _____
    (2) _____
    Relationship _____
    Phone _____ or _____
    (3) _____
    Relationship _____
    Phone _____ or _____
14. CONDITIONS WHICH COULD BE IMPORTANT IN AN EMERGENCY: *(Transfer from Form 2A)*
    - ☐ Severe Asthma
    - ☐ Diabetes
    - ☐ Seizures, Convulsions
    - ☐ Allergy, Bites _____
    - ☐ Allergy, Medication _____
    - ☐ Other _____
      _____

15. HOUSEHOLD INFORMATION *(Please complete for family and household members)*.

| | BIRTH DATE | LIVES WITH CHILD YES | LIVES WITH CHILD NO | FAMILY MEMBERS' HEALTH PROBLEMS |
|---|---|---|---|---|
| FATHER | | | | |
| MOTHER | | | | |
| BROTHERS & SISTERS *(oldest first)* | | | | |
| (1) | | | | |
| (2) | | | | |
| (3) | | | | |
| OTHER *(Specify relationship)* | | | | |
| (1) | | | | |
| (2) | | | | |
| (3) | | | | |

*(Use additional page if needed)*

INTERVIEWER: GO TO FORM 2A

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## CHILD HEALTH RECORD: FORM 2A, HEALTH HISTORY

TO BE COMPLETED BY HEAD START STAFF DURING PARENT/GUARDIAN INTERVIEW. HEAD START CENTER: _____

CHILD'S NAME: _____ SEX: _____ BIRTHDATE: _____

PERSON INTERVIEWED: _____ DATE: _____ RELATIONSHIP: _____

NAME OF INTERVIEWER: _____ TITLE: _____

| PREGNANCY/BIRTH HISTORY | YES | NO | EXPLAIN "YES" ANSWERS |
|---|---|---|---|
| 1. DID MOTHER HAVE ANY HEALTH PROBLEMS DURING THIS PREGNANCY OR DURING DELIVERY? | | | |
| 2. DID MOTHER VISIT PHYSICIAN FEWER THAN TWO TIMES DURING PREGNANCY? | | | |
| 3. WAS CHILD BORN OUTSIDE OF A HOSPITAL? | | | |
| 4. WAS CHILD BORN MORE THAN 3 WEEKS EARLY OR LATE? | | | |
| 5. WHAT WAS CHILD'S BIRTH WEIGHT? | | | _____lbs., _____oz. |
| 6. WAS ANYTHING WRONG WITH CHILD AT BIRTH? | | | |
| 7. WAS ANYTHING WRONG WITH CHILD IN THE NURSERY? | | | |
| 8. DID CHILD OR MOTHER STAY IN HOSPITAL FOR MEDICAL REASONS LONGER THAN USUAL? | | | |
| 9. IS MOTHER PREGNANT NOW? | | | *(If yes, ask about prenatal care, or schedule time to discuss prenatal care arrangements.)* |

| HOSPITALIZATIONS AND ILLNESSES | YES | NO | EXPLAIN "YES" ANSWERS |
|---|---|---|---|
| 10. HAS CHILD EVER BEEN HOSPITALIZED OR OPERATED ON? | | | |
| 11. HAS CHILD EVER HAD A SERIOUS ACCIDENT *(broken bones, head injuries, falls, burns, poisoning)*? | | | |
| 12. HAS CHILD EVER HAD A SERIOUS ILLNESS? | | | |

| HEALTH PROBLEMS | YES | NO | EXPLAIN *(Use additional sheets if needed)* |
|---|---|---|---|
| 13. DOES CHILD HAVE FREQUENT ____SORE THROAT; ____COUGH; ____URINARY INFECTIONS OR TROUBLE URINATING; ____STOMACH PAIN, VOMITING, DIARRHEA? | | | |
| 14. DOES CHILD HAVE DIFFICULTY SEEING *(Squint, cross eyes, look closely at books)*? | * | | |
| 15. IS CHILD WEARING *(or supposed to wear)* GLASSES? | | | *(If "yes")* WAS LAST CHECKUP MORE THAN ONE YEAR AGO? _____ |
| 16. DOES CHILD HAVE PROBLEMS WITH EARS/HEARING *(Pain in ear, frequent earaches, discharge, rubbing or favoring one ear)*? | * | | |
| 17. HAVE YOU EVER NOTICED CHILD SCRATCHING HIS/HER BEHIND *(Rear end, anus, butt)* WHILE ASLEEP? | | | |
| 18. HAS CHILD EVER HAD A CONVULSION OR SEIZURE? IS CHILD TAKING MEDICINE FOR SEIZURES? | * | | *If "yes" ask:* WHEN DID IT LAST HAPPEN? _____ WHAT MEDICINE? _____ |
| 19. IS CHILD TAKING ANY OTHER MEDICINE NOW? *(Special consent form must be signed for Head Start to administer any medication).* | | | WHAT MEDICINE? _____ *(If "yes")* WILL IT NEED TO BE GIVEN WHILE CHILD IS AT HEAD START? _____ HOW OFTEN? _____ |
| 20. IS CHILD NOW BEING TREATED BY A PHYSICIAN OR A DENTIST? | | | (PHYSICIAN'S NAME: _____) |
| 21. HAS CHILD HAD: ____BOILS, ____CHICKENPOX, ____ECZEMA, ____GERMAN MEASLES, ____MEASLES, ____MUMPS, ____SCARLET FEVER, ____WHOOPING COUGH? | | | |
| 22. HAS CHILD HAD: ____HIVES, ____POLIO? | * | | |
| 23. HAS CHILD HAD: ____ASTHMA, ____BLEEDING TENDENCIES ____DIABETES, ____EPILEPSY, ____HEART/BLOOD VESSEL DISEASE, ____LIVER DISEASE, ____RHEUMATIC FEVER, ____SICKLE CELL DISEASE? | * | | *If "yes", transfer information to Forms 1 and 5.* |
| 24. DOES CHILD HAVE ANY ALLERGY PROBLEMS *(Rash, itching, swelling, difficulty breathing, sneezing)*? a. WHEN EATING ANY FOODS? _____ b. WHEN TAKING ANY MEDICATION? _____ c. WHEN NEAR ANIMALS, FURS, INSECTS, DUST, ETC.? _____ | * | | *If "yes", transfer information to Forms 1 and 5.* WHAT FOODS? WHAT MEDICINE? WHAT THINGS? HOW DOES CHILD REACT? |
| 25. *(If any "yes" answers to questions 14, 16, 18, 22, 23, or 24 ask:)* DO ANY OF THE CONDITIONS WE'VE TALKED ABOUT SO FAR GET IN THE WAY OF THE CHILD'S EVERYDAY ACTIVITIES? | | | DESCRIBE HOW: |
| DID A DOCTOR OR OTHER HEALTH PROFESSIONAL TELL YOU THE CHILD HAS THIS PROBLEM? | | | WHEN? |
| 26. ARE THERE ANY CONDITIONS WE HAVEN'T TALKED ABOUT THAT GET IN THE WAY OF THE CHILD'S EVERYDAY ACTIVITIES? | | | DESCRIBE: |
| DID A DOCTOR OR OTHER HEALTH PROFESSIONAL TELL YOU THE CHILD HAD THIS PROBLEM? | | | WHEN? |

* *If starred (*) questions have "yes" answers, go to question 25*

**INTERVIEWER: GO TO FORM 4**

## CHILD HEALTH RECORD: FORM 2B, HEALTH HISTORY (Continued)

PERSON INTERVIEWED:_____ DATE: _____ RELATIONSHIP: _____

NAME OF INTERVIEWER:_____ TITLE: _____

PHYSICAL, PSYCHOLOGICAL, AND SOCIAL DEVELOPMENT

THESE QUESTIONS WILL HELP US UNDERSTAND YOUR CHILD BETTER AND KNOW WHAT IS USUAL FOR HIM/HER AND WHAT MIGHT NOT BE USUAL THAT WE SHOULD BE CONCERNED ABOUT:

27. CAN YOU TELL ME ONE OR TWO THINGS YOUR CHILD IS INTERESTED IN OR DOES ESPECIALLY WELL?

28. DOES YOUR CHILD TAKE A NAP? _____NO, _____YES. IF "YES" DESCRIBE WHEN AND HOW LONG.

29. DOES YOUR CHILD SLEEP LESS THAN 8 HOURS A DAY OR HAVE TROUBLE SLEEPING (SUCH AS BEING FRETFUL, HAVING NIGHTMARES, WANTING TO STAY UP LATE)? _____NO, _____YES. IF "YES" DESCRIBE ARRANGEMENTS (OWN ROOM, OWN BED, AND SO FORTH)._____

30. HOW DOES YOUR CHILD TELL YOU HE/SHE HAS TO GO TO THE TOILET?_____

31. DOES YOUR CHILD NEED HELP IN GOING TO THE TOILET DURING THE DAY OR NIGHT, OR DOES YOUR CHILD WET HIS/HER PANTS? _____NO, _____YES. IF "YES" PLEASE DESCRIBE._____

32. HOW DOES YOUR CHILD ACT WITH ADULTS THAT HE/SHE DOESN'T KNOW?

33. HOW DOES YOUR CHILD ACT WITH A FEW CHILDREN HIS/HER OWN AGE?

34. HOW DOES YOUR CHILD ACT WHEN PLAYING WITH A GROUP OF OTHER CHILDREN?

35. DOES YOUR CHILD WORRY A LOT, OR IS HE/SHE VERY AFRAID OF ANYTHING? _____NO, _____YES. IF "YES", WHAT THINGS SEEM TO CAUSE HIM OR HER TO WORRY OR TO BE AFRAID?

36. CHILDREN LEARN TO DO THINGS AT DIFFERENT AGES. WE NEED TO KNOW WHAT EACH CHILD ALREADY CAN DO OR IS LEARNING TO DO EASILY, AND WHERE THEY MIGHT BE SLOW OR NEED HELP SO WE CAN FIT OUR PROGRAM TO EACH CHILD. I'M GOING TO LIST SOME THINGS CHILDREN LEARN TO DO AT DIFFERENT AGES AND ASK WHEN YOUR CHILD STARTED TO DO THEM, AS BEST YOU CAN REMEMBER. *(INTERVIEWER: Read question for each item listed below, and check off the parent's answer in the appropriate space).*

a. WOULD YOU SAY YOUR CHILD BEGAN TO _____EARLIER THAN YOU EXPECTED, ABOUT WHEN YOU EXPECTED, OR LATER THAN YOU EXPECTED?

b. WHEN DID HE/SHE BEGIN TO _____?

| | EARLIER | WHEN EXPECTED | LATER | AGE |
|---|---|---|---|---|
| (a) SIT UP WITHOUT HELP | | | | |
| (b) CRAWL | | | | |
| (c) WALK | | | | |
| (d) TALK | | | | |
| (e) FEED AND DRESS SELF | | | | |
| (f) LEARN TO USE THE TOILET | | | | |
| (g) RESPOND TO DIRECTIONS | | | | |
| (h) PLAY WITH TOYS | | | | |
| (i) USE CRAYONS | | | | |
| (j) UNDERSTAND WHAT IS SAID TO HIM/HER | | | | |

37. DOES YOUR CHILD HAVE ANY DIFFICULTIES SAYING WHAT HE/SHE WANTS TO DO OR DO YOU HAVE ANY TROUBLE UNDERSTANDING YOUR CHILD? _____NO, _____YES. IF "YES" PLEASE DESCRIBE.

38. CHILDREN SOMETIMES GET CRANKY OR CRY WHEN THEY'RE TIRED, HUNGRY, SICK, AND SO FORTH. DOES YOUR CHILD OFTEN GET CRANKY OR CRY AT OTHER TIMES, WHEN YOU CAN'T FIGURE OUT WHY? _____NO, _____YES. IF "YES" CAN YOU TELL ME ABOUT THAT?

WHEN THIS HAPPENS, WHAT DO YOU DO ABOUT IT TO HELP THE CHILD FEEL BETTER?

39. HAVE THERE BEEN ANY BIG CHANGES IN YOUR CHILD'S LIFE IN THE LAST SIX MONTHS? _____NO, _____YES. IF "YES" PLEASE DESCRIBE.

40. ARE YOU OR YOUR FAMILY HAVING ANY PROBLEMS NOW THAT MIGHT AFFECT YOUR CHILD? _____NO, _____YES. IF "YES" PLEASE DESCRIBE.

41. IS THERE ANYTHING ELSE YOU WOULD LIKE US TO KNOW ABOUT YOUR CHILD? _____NO, _____YES. IF "YES" PLEASE DESCRIBE?

TO BE COMPLETED BY HEAD START STAFF WITH PARENT GUARDIAN EARLY IN PROGRAM YEAR AFTER CHILD IS ENROLLED.

## CHILD HEALTH RECORD: FORM 10, STAFF OBSERVATIONS OF HEALTH AND BEHAVIOR

TO BE COMPLETED BY TEACHER OR HOME VISITOR EARLY IN PROGRAM YEAR AND UPDATED AS CHANGES OCCUR.

CHILD'S NAME:_____ SEX:_____ BIRTHDATE:_____

| OBSERVATIONS | DESCRIBE WHAT YOU HAVE SEEN | DATE (INITIALS) |
|---|---|---|
| 1. GENERAL CONDITION *(eating habits, nutrition, hygiene, skin condition, posture, undue fatigue):* | | |
| 2. GENERAL BEHAVIOR *(alert, responsive, attentive, restless, fearful, shy, aggressive, happy, cooperative, obedient):* | | |
| 3. BEHAVIOR AT PLAY *(socially active, solitary, interested, coordinated, excitable, tires easily):* | | |
| 4. PERFORMANCE *(memory, achievement, interest, reasoning, pride in performance, attitude, ability to concentrate):* | | |
| 5. PERCEPTUAL STATUS *(vision, hearing, speech, understanding, concentration):* | | |
| 6. OTHER FACTORS NOTED *(for example, recurring diseases, frequent absences, etc.):* | | |

7. WHAT IS YOUR OPINION OF THIS CHILD'S HEALTH? *(Use pencil; update as changes occur)*

☐ APPEARS HEALTHY ☐ NOT IN GOOD HEALTH ☐ NOTICEABLE BEHAVIOR PROBLEMS ☐ SPECIFIC PROBLEMS AS NOTED, BUT GENERALLY HEALTHY

Teacher's Signature:_____ Date(s):_____/_____/_____/_____

8. COMMENTS

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## AREA PARTICIPATION CHECKLIST

Observer _____

Dates _____

Directions: Place a check in the appropriate space each time the child visits the area and participates in the activity for at least 10 minutes. Use this checklist over a two-week period to determine which areas children spend time in and which areas children avoid.

| Children | House Corner | Block Area | Art Corner | Table Toys | Book Area | Listening Area | | |
|---|---|---|---|---|---|---|---|---|
| 1. _____ | | | | | | | | |
| 2. _____ | | | | | | | | |
| 3. _____ | | | | | | | | |
| 4. _____ | | | | | | | | |
| 5. _____ | | | | | | | | |
| 6. _____ | | | | | | | | |
| 7. _____ | | | | | | | | |
| 8. _____ | | | | | | | | |
| 9. _____ | | | | | | | | |
| 10. _____ | | | | | | | | |
| 11. _____ | | | | | | | | |
| 12. _____ | | | | | | | | |

[1]Developed by Roxanne Kaufmann, Georgetown University.

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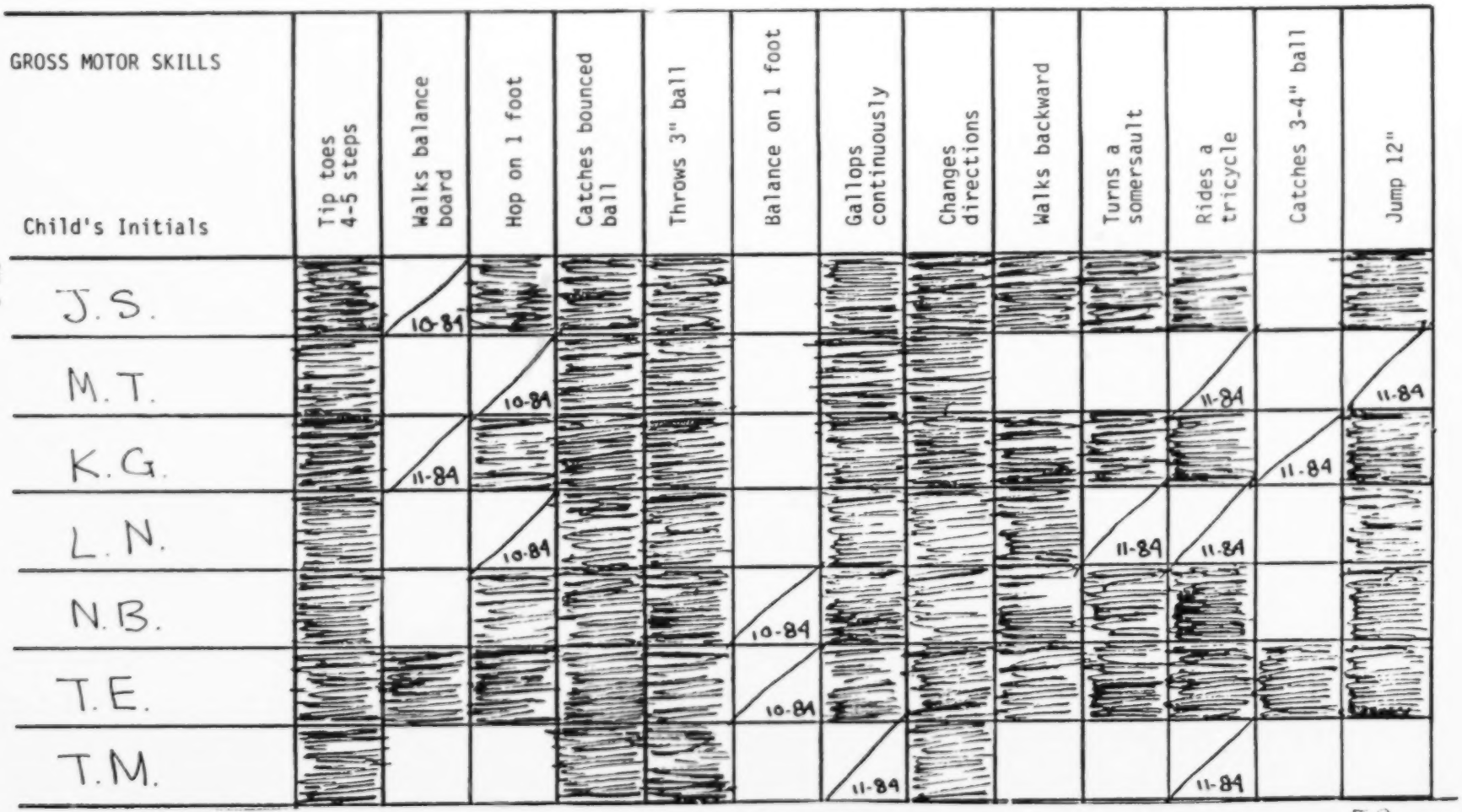
## SKILLS CHECKLIST

= Emerging: when children first begin to try a skill, put a line through the block and note the date.

= Mastered: when children successfully demonstrate mastery of a skill, fill in the block.




IV-6

## SAMPLE TEACHER-MADE ASSESSMENT INSTRUMENT

SELF-HELP AND HYGIENE: How well the child takes care of needs in a healthy way; how well the child can take care of herself in general ways.

| | APPEARED | MASTERED |
|---|---|---|
| 1. exercises bladder and bowel control | | |
| 2. verbalizes the need to go | | |
| 3. pulls clothing up and down when toileting | | |
| 4. uses the toilet alone | | |
| 5. drinks from a cup without spilling | | |
| 6. eats from a spoon without spilling | | |
| 7. serves self from serving bowls | | |
| 8. tries new food with encouragement | | |
| 9. takes coat off without help | | |
| 10. puts coat on without help | | |
| 11. hangs coat up in the locker without help | | |
| 12. clears place after eating | | |
| 13. cleans spill with help | | |
| 14. blows nose with help | | |
| 15. puts mittens on correct hands | | |
| 16. lifts seat before urination, lowers it afterwards | | |
| 17. finds equipment and returns it to proper space without help | | |
| 18. plays actively on the playground without the teacher's constant supervision | | |
| 19. is able to manipulate buttons, zippers, and other fasteners, and can tie shoes | | |
| 20. shows responsibility for personal possessions | | |
| 21. knows address and phone number | | |

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**COGNITIVE SKILLS:** Basic skills necessary to obtain and process information about the environment.

| | APPEARED | MASTERED |
|---|---|---|
| A. Knows colors: | | |
| 1. Matches colors | | |
| 2. Points to colors | | |
| 3. Names colors | | |
| 4. Uses colors to describe objects | | |

| | APPEARED | MASTERED |
|---|---|---|
| B. Knows shapes: | | |
| 1. Matches shapes | | |
| 2. Points to shapes | | |
| 3. Names shapes | | |
| 4. Uses shapes to describe objects | | |

| | APPEARED | MASTERED |
|---|---|---|
| C. Sorts objects: | | |
| 1. Color, shape, or size | | |
| 2. According to use | | |

| | APPEARED | MASTERED |
|---|---|---|
| D. Understands numbers 1-5: | | |
| 1. Points to numerals | | |
| 2. Names numerals | | |
| 3. Recites sequence 1-5 | | |
| 4. Picks up correct number of objects | | |

| | APPEARED | MASTERED |
|---|---|---|
| E. Understands numbers 6-10: | | |
| 1. Points to numerals | | |
| 2. Names numerals | | |

| | APPEARED | MASTERED |
|---|---|---|
| 3. Recites sequence 6-10 | | |
| 4. Picks up correct number of objects | | |

| | APPEARED | MASTERED |
|---|---|---|
| F. Compares: | | |
| 1. Selects longest/shortest of 2 objects | | |
| 2. Selects biggest/smallest of 2 objects | | |
| 3. Selects heaviest/lightest of 2 objects | | |
| 4. Selects hottest/coldest of 2 objects | | |
| 5. Selects fastest/slowest of 2 objects | | |
| G. Recognizes same/different | | |
| H. Describes objects using: full, empty, a lot, little, same as, more, less, most, least | | |
| I. Detects pattern: | | |
| 1. Copies | | |
| 2. Continues | | |
| J. Recognizes cause and effect | | |
| K. Predicts outcomes | | |
| L. Draws a person: | | |
| 1. Head, body, arms, legs | | |
| 2. More details | | |
| M. Describes events of each season | | |

MOTOR SKILLS: Includes ability to control and coordinate small and large muscles.

| | APPEARED | MASTERED |
|---|---|---|
| A. Fine Motor: | | |
| 1. Assembles 3-5 noninterlocking puzzles | | |

| | APPEARED | MASTERED |
|---|---|---|
| 2. Assembles 3-12 interlocking puzzles | | |
| 3. Strings 1" beads | | |
| 4. Builds bridge with 3 4" long blocks | | |
| 5. Smears paste with 1 finger | | |
| 6. Uses scissors and cuts: | | |
| a. Snips | | |
| b. Straight lines | | |
| c. Curved lines | | |
| 7. Copies: | | |
| a. Circles | | |
| b. Squares | | |
| c. Rectangles | | |
| d. Triangles | | |
| e. Capital letters | | |

| B. Gross Motor: | APPEARED | MASTERED |
|---|---|---|
| 1. Tiptoes 4-5 steps | | |
| 2. Walks balance board 6" wide, 3" off the ground | | |
| 3. Jumps from 12" high object without falling | | |
| 4. Hops on 1 foot 5 times in succession | | |
| 5. Catches bounced ball (12" diameter) in arms | | |
| 6. Throws 3" ball in generally intended direction | | |
| 7. Balances on 1 foot for a slow count of 8 | | |
| 8. Gallops continuously for a defined distance | | |
| 9. Quickly changes directions while running | | |

| | APPEARED | MASTERED |
|---|---|---|
| 10. Walks backwards in a defined space without bumping others | | |
| 11. Turns a somersault | | |
| 12. Rides a tricycle | | |
| 13. Catches 3-4" ball using just hands | | |

**SOCIAL-EMOTIONAL SKILLS:** How well the child knows self and others, how well the child gets along with other people and the environment; how well the child expresses feelings and emotions.

| A. The Self: | APPEARED | MASTERED |
|---|---|---|
| 1. Points to face, arm, leg, and foot | | |
| 2. Smiles and shows other appropriate responses | | |
| 3. Separates from parent without reluctance | | |
| 4. Uses voice (volume) appropriately | | |
| 5. Verbalizes age | | |
| 6. Verbalizes sex | | |
| 7. Demonstrates independence by sometimes playing alone | | |
| 8. Shows pride in accomplishments of products created; exhibits confidence in ability to accomplish tasks | | |
| 9. Settles down for nap within a reasonable amount of time | | |

| B. Others: | APPEARED | MASTERED |
|---|---|---|
| 1. Relates positively to adults but is not overly dependent | | |
| 2. Identifies teacher by name | | |
| 3. Accepts limits and directions by adults | | |

| | APPEARED | MASTERED |
|---|---|---|
| 4. Plays beside other children without disruption | | |
| 5. Plays in a non-aggressive manner (i.e., without hitting, kicking, biting, or crying) | | |
| 6. Allows another child to finish with desired toy without whining, crying, or tantrumming | | |
| 7. Uses words to solve conflicts | | |
| 8. Plays cooperatively in groups of three or four children | | |
| 9. Engages in sharing with prompting | | |
| 10. Shows pleasure or admiration of another child's achievement | | |
| 11. Stands up for own rights and does not let other children take unfair advantage | | |
| 12. Expresses affection physically | | |
| 13. States members of family | | |
| 14. Participates in group activities for 5 minutes | | |
| 15. Participates in group activities for 10 minutes or longer | | |

| C. Materials: | APPEARED | MASTERED |
|---|---|---|
| 1. Stays with self-selected activity for 5 minutes | | |
| 2. Stays with self-selected activity for 10 minutes or more | | |
| 3. Handles equipment in a non-destructive manner (i.e., uses materials constructively) | | |
| 4. Shows creativity and flexibility in play and products created | | |

**LANGUAGE:** Includes auditory memory, listening, reading interest, following directions, ability to communicate.

| | APPEARED | MASTERED |
|---|---|---|
| 1. Names common objects in the environment | | |
| 2. Follows a simple command | | |
| 3. Speaks in sentences of 3-4 words | | |
| 4. Makes relevant comments | | |
| 5. Responds verbally when questioned | | |
| 6. Identifies words as same or different when 3-7 words are presented orally | | |
| 7. Initiates conversations | | |
| 8. Speaks clearly enough for others to understand | | |
| 9. Recites simples songs and rhymes | | |
| 10. Carries out three commands in successive order | | |
| 11. Uses plurals adding s | | |
| 12. Uses irregular plurals correctly (e.g., foot-feet) | | |
| 13. Tells sequence of daily events | | |
| 14. Retells simple story in correct order | | |
| 15. Creates own story | | |
| 16. Uses the following pronouns correctly: I, mine, my, me, you | | |
| 17. Identifies correctly the following spatial prepositions: next to, by, in back of, in front of, on top, above, below, in, out | | |
| 18. Knows alphabet: | | |
| a. Matches letters | | |
| b. Points to letters | | |
| c. Names letters | | |
| 19. Exhibits knowledge of reading progression (i.e., top to bottom of page and left to right | | |

Self-help (continued)

| Age Level | Card No. | Behavior | Entry Behavior | Date Achieved |
|---|---|---|---|---|
| | 49 | Usually feeds self entire meal | | |
| | 50 | Cleans nose when reminded | | |
| | 51 | Begins night bladder control | | |
| | 52 | Unbottons clothing | | |
| | 53 | Frequently begins dressing and undressing self | | |
| | 54 | Puts on shoes and boots with instructions | | |
| | 55 | Cleans up spills with help | | |
| | 56 | Cares for daytime toileting needs | | |
| | 57 | Hangs up coat with instructions | | |
| | 58 | Pulls shoelaces tight | | |
| | 59 | Serves self with help | | |
| | 60 | Brushes teeth with help | | |
| | 61 | Buttons large buttons | | |
| | 62 | Begins to learn to tie shoes | | |
| 4-5 | 63 | Clears place at table | | |
| | 64 | Cleans up spills without help | | |
| | 65 | Washes hands and face without help | | |
| | 66 | Bladder control at night | | |
| | 67 | Puts on shoes and boots without help | | |
| | 68 | Keeps nose clean without help | | |
| | 69 | Bathes self with supervision | | |
| | 70 | Uses knife for spreading | | |
| | 71 | Uses knife for cutting | | |
| | 72 | Dresses self completely, zips and buttons | | |

## COMMONLY USED ASSESSMENT INSTRUMENTS

Carolina Development Profile (D. L. Lillie). Kaplan School Supply, 600 Jonestown Road, Winston-Salem, NC 27103. 1976.

The Carolina Developmental Profile is a criterion-referenced checklist of skills expected of children aged two to five years. The skills are in five areas: fine motor, gross motor, perceptual reasoning, receptive language, and expressive language. The purpose of the Profile is to expose those areas in which the child is weak so that the teacher may plan instructional objectives that are appropriate for him. Each task is classified into a subcategory (for example, fine motor includes finger flexibility, arm and hand precision, and hand and finger dexterity). For each task, there is a task description, developmental age, needed materials, and criteria for passing. Available in English and Spanish.

Head Start Measures Battery (HSMB) (Center for Educational Evaluation and Measurement, the University of Arizona). Arizona Center for Educational Evaluation and Measurement, the University of Arizona, College of Education, Tucson, AR 85721. In press.

The Head Start Measures Battery (HSMB) is a group of developmental measures that assess the cognitive and social skills of children aged 3 through 6 years. Developed specifically for the Head Start program, it is designed to improve the Educational Component of Head Start programs. Content is based on the Head Start Performance Standards, goals of Head Start teachers, parents, and personnel, research in child development, and linguistic and cultural knowledge.

Kaufman Developmental Scale[2] (H. Kaufman). Stoelting Company, 1350 South Kostner Avenue, Chicago, IL 60623. 1974.

This scale, which is used to test children from birth to age 9, assesses cognitive, language, fine motor, gross motor, self help, and socio-emotional development. It can be administered in 30-45 minutes. A test and parent report are included as parts of the assessment. Available in English only.

Kaufman Infant and Preschool Scale[2] (H. Kaufman). Stoelting Company, 1350 South Kostner Avenue, Chicago, IL 60623. 1979.

This instrument is designed to quickly assess children from birth to age 4. In 25-30 minutes the cognitive and language skills of young children can be assessed.

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[2]Assessment instrument is recommended by Samuel Meisels in Developmental Screening in Early Childhood. Washington, DC: NAEYC, 1985.

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Individual Child Assessment (S. Hering, A. Fazio, and J. Hailey). Circle Preschool, 9 Lake Avenue, Piedmont, CA 04611. 1975.

The Individual Child Assessment was compiled for use by classroom or resource teachers in early childhood programs with children twelve to seventy-two months. It orders skills in six areas of child development: gross motor, fine motor, self-help, social-emotional, cognitive, and language. It assists staff in developmental planning and in individualizing curriculum.

Learning Accomplishment Profile-Diagnostic Edition (P.M. Griffen, A.R. Sanford, and D.C. Wilson). Kaplan School Supply, 600 Jonestown Road, Winston Salem, NC 27103. 1975.

The purpose of the Learning Accomplishment Profile-Diagnostic Edition (LAP-D) is to provide a standardized, criterion-referenced instrument for assessment. This instrument is based on the prescriptive LAP which is an assessment instrument from which educational objectives can be derived and prescriptive programs can be established.

The LAP-D is divided into five skill areas: gross motor, fine motor, self-help, cognitive, and language. Each of these general skill areas is further broken down into subskills. Within these subskills, tasks are sequenced from least to most difficult. It is easy to administer and score. The complete set includes the Examiner's Manual, score sheets, and kit materials (durable, reusable materials: attractive original pictures and puzzles with brightly colored objects). Available in English and Spanish.

McCarthy Scales of Children's Abilities[2] (D. McCarthy). The Psychological Corporation, 757 Third Avenue, NY, NY 10017. 1970-1972.

This test contains scales for verbal, quantitative, perceptual performance, general cognitive index, memory, and motor development. It is designed to assess children from 2.5 to 8.5 years of age. Materials and questions are gamelike and nonthreatening, and the child proceeds easily through a number of enjoyable activities. Estimated testing time is 45 minutes for children under 5 and 60 minutes for other children.

Portage Guide to Early Education, revised edition (S. Bluma, M. Shearer, A. Frohman, and J. Hilliard). Portage Project, 626 East Slifer Street, P.O. Box 564, Portage, WI 53901. 1976.

The Portage Guide to Early Education is comprised of three parts: a checklist, a manual, and cards to be used in teaching behaviors included in the checklist. The checklist is to be used by teachers as an assessment tool to pinpoint existing skills in the child's behavioral repertoire, as well as behavior the child has yet to learn. The checklist

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[2]Assessment instrument is recommended by Samuel Meisels in Developmental Screening in Early Childhood. Washington, DC: NAEYC, 1985.

also provides a method of maintaining an ongoing record of a child's progress. The instrument was developed to assess children between the ages of birth - six in six areas of development: motor, cognitive, self-help, language, socialization, and infant stimulation. There are 580 developmentally sequence behaviors. Available in English, French, and Spanish.

Pupil Progress Evaluation Plan (J. Dickerson, M. Evanson, and L. Spurlock). Panhandle Child Development Association, Inc., 421 1/2 Sherman Avenue, Coeur d'Alene, ID 83814. 1975.

The Pupil Progress Evaluation Plan was designed: (1) to give early childhood educators a concise, useful, time-saving way to administer a basic pre- and post-developmental assessment; (2) to help in arriving at long term objectives for children; (3) to help in recording cumulative skills accomplished; and (4) to assist in recording time sampled data (when appropriate) so that ongoing individual pupil progress information will be readily available for teachers and parents who wish to assess the program's effectiveness. The instrument includes a developmental assessment, a pupil objective program schedule, a cumulative task accomplishment sheet, observation recording forms, and a pupil progress graph. Instructions are included for each form.

## SELECTING AN ASSESSMENT INSTRUMENT

Directions: Write in the names of the instruments being reviewed. Then consider the following questions for each instrument. Use an x to indicate "yes".

| | Name of Instrument | | | |
|---|---|---|---|---|
| 1. Is the assessment tool compatible with program goals? | | | | |
| 2. Does the assessment tool cover items in all developmental areas? | | | | |
| 3. Are items developmentally sequenced? | | | | |
| 4. Are items based on normative scales (age normed)? | | | | |
| 5. Is the focus on skills appropriate to the 3-5 age level? | | | | |
| 6. Can the form be used to measure progress and for record keeping? | | | | |
| 7. Does the assessment tool provide criteria for evaluating the child's performance on each item? | | | | |
| 8. Can the assessment tool be administered by a teacher or assistant with a minimum of training? | | | | |
| 9. Can the assessment tool be administered in a classroom setting? | | | | |
| 10. Can the assessment tool be reasonably adapted for the population being served? | | | | |
| 11. Can the assessment tool be administered for the purpose of planning an educational program rather than for diagnosis? | | | | |
| 12. Is the assessment tool useful for planning activities for individual children? | | | | |

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| | Name of Instrument | | |
|---|---|---|---|
| 13. Will the information on the tool lead teaching staff toward improved observational skills? | | | |
| 14. Is the assessment tool organized to facilitate the sharing of information about each child with team members and parents? | | | |
| 15. Is the assessment tool valid and reliable (properly field tested)? | | | |
| 16. Is the assessment tool culturally and ethnically fair? | | | |
| 17. Is the assessment instrument reasonably priced? | | | |

## A CHECKLIST FOR EVALUATING CLASSROOM ENVIRONMENTS

| | Yes | No |
|---|---|---|
| 1. Does the room appear well organized, neat, and inviting? | _____ | _____ |
| 2. Is it obvious what activities take place in each area? | _____ | _____ |
| 3. Are materials and displays on the children's level? | _____ | _____ |
| 4. Is there a clearly labeled place for each child's possessions? | _____ | _____ |
| 5. Do the pictures, props, and materials reflect the ethnic background(s) of the children? | _____ | _____ |
| 6. Are materials intended to be used together displayed in close proximity? | _____ | _____ |
| 7. Is the room divided into clearly defined areas? | _____ | _____ |
| 8. Are there multiple sets of often used materials such as puzzles, crayons, and table toys? | _____ | _____ |
| 9. Are there "soft" spaces where children can relax (e.g., large pillows, a mattress, a stuffed chair, a rug)? | _____ | _____ |
| 10. Are there private spaces where children can "escape" (e.g., a platform or loft, a large box, a record player with headphones)? | _____ | _____ |
| 11. Are quiet areas grouped together away from noisy activity areas? | _____ | _____ |
| 12. Is the lighting in the room sufficient? | _____ | _____ |
| 13. Are materials in good repair? | _____ | _____ |
| 14. Is there a place for each type of material with a picture label to indicate where it belongs? | _____ | _____ |
| 15. Are materials appropriate for the developmental levels of the children? | _____ | _____ |
| 16. Is there a concrete way to tell time if children need to wait for a turn (a large clock, a timer with a bell, a sand timer)? | _____ | _____ |
| 17. Are areas large enough to accommodate four to five children at a time? | _____ | _____ |

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# TAKING A LOOK AT YOUR OUTDOOR PLAY SPACES

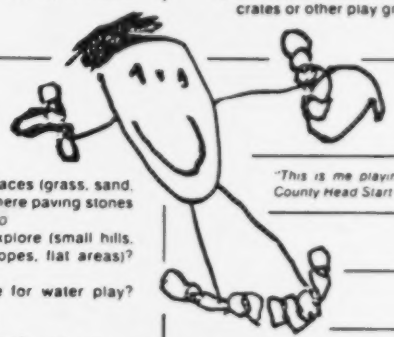
The questions below will focus your attention on the learning possibilities present in your program's outdoor play spaces. Twenty or more YES answers will tell you that you are well on your way to having an adequate outdoor learning environment. NO answers indicate areas where positive changes can be made.

## COMFORT AND SAFETY

1. Is there drinking water available? *yes no*
2. Are there trees or structures to provide shade? *yes no*
3. Are there comfortable places to sit (benches or inviting ledges)? *yes no*
4. Are there private places for quiet play (open-ended barrels, small structures, playhouse-type structures)? *yes no*
5. Are there trees or other wind breaks if necessary? *yes no*
6. Is the area adequately fenced? *yes no*
7. Are surfaces of play equipment smooth and splinter free? *yes no*
8. Are bolts or other hardware on play structures recessed? *yes no*
9. Is there an adequate amount of cushioning material under play structures and swings (sand, tanbark or mats)? *yes no*
10. Is the area free of drainage problems? *yes no*
11. Can the space be adequatley supervised by available staff? *yes no*

## DESIGN

1. Is the area set-up so that play spaces don't interfere with one another (the slide doesn't empty into the bike path)? *yes no*
2. Is the area free of large dead spaces with nothing in them? *yes no*
3. Are there paths or routes from one area to another? *yes no*
4. Are there clearly defined spaces for wheel toys? *yes no*
5. Are there adequate spaces for games such as kick ball or circle games? *yes no*
6. Is there adequate space for children to run freely without interfering with wheel toys, sand play or other activities? *yes no*
7. Are there surfaces and structures which invite climbing, balancing and jumping? *yes no*
8. Are there structures which invite cooperative play (tire swings meant for two or more, platforms, playhouses)? *yes no*
9. Is the space flexible? Can new possibilities be added using crates or other play groups? *yes no*



*"This is me playing ball." Tysha, Dorchester County Head Start child, Maryland*

## VARIETY AND INTEREST

1. Are there a variety of textures and surfaces (grass, sand, hard surfaces, dirt for digging, areas where paving stones or redwood rounds are inset)? *yes no*
2. Are there a variety of elevations to explore (small hills, different elevations on structures, slopes, flat areas)? *yes no*
3. Is there a source of water available for water play? *yes no*
4. Is there a sand play area? *yes no*
5. Is there an area for digging and gardening? *yes no*
6. Are there permanent set-ups for outdoor art work ( strong clips on fences or permanent easels)? *yes no*
7. Are there spaces for animals (chickens, rabbits)? *yes no*
8. Are there variety of challenges for different children (high ladders, low ladders, small platform and large platforms) to climb to? *yes no*
9. Are there many choices for children (more than one way to get to the top of the slide, a variety of routes to ride bikes, more than one size of ball)? *yes no*
10. Are the structures and play materials ambiguous so children's imaginations are free to create a variety of things? *yes no*
11. Are there movable parts and materials in the play area such as large boxes, crates, snap lock materials, ropes? *yes no*
12. Which of the following materials are available all the time:
    An assortment of sand equipment (bucket shovels sifters) *yes no*
    Water play containers (a water table, tubs) *yes no*
    Dramatic play materials (dress-up clothes, props) *yes no*
    Art material (paper, easel paints, crayons) *yes no*
    Blocks *yes no*
    Small balls *yes no*
    Bean bags *yes no*
    Rocking boats *yes no*
    Wagons *yes no*
    Large balls *yes no*
    Chalk *yes no*
    Whiffle balls *yes no*
    Hoops *yes no*
    Bikes *yes no*
    Scooters *yes no*
    Hoola hoops *yes no*

## CONVENIENCE

1. Is there easily accessible and safe storage space for such items as bikes, blocks, dramatic play materials, sand toys, small cars, figures, art materials? *yes no*
2. Is there an available source of water? *yes no*
3. Does the play area have an easily accessible bathroom? *yes no*

## EQUIPMENT

1. Are there large blocks? *yes no*
2. Is there at least one permanent table outdoors? *yes no*
3. Are there dramatic play materials available? *yes no*
4. Are there 1 or 2 art activities available at all times? *yes no*
5. Are there a variety of balls, bean bags, frisbies available? *yes no*
6. Are sand toys available? *yes no*
7. Are there small trucks and cars, animals and dollies for dramatic play? *yes no*
8. Are there wheel toys available? *yes no*
9. Jump ropes? *yes no*
10. Is there a water table? *yes no*

**Taking a Look at Your Outdoor Play Spaces** developed by Mary Claire Heffran.

Developed by Mary Claire Heffron, San Francisco, CA.

HEAD START BULLETIN National Resource Exchange

## STRATEGIES FOR SMOOTH TRANSITIONS

1. **Start the day off well.**
   - Greet children individually and help them hang up their clothing.
   - Have activities planned for early arrivals and help them become involved.

2. **Try to avoid having the whole group move at once from one activity to the next.**
   - Have children come inside (or go outside or start singing) as they are ready instead of when the whole group is ready. Assign one adult to be outdoors (or with those who are ready) while others are helping children who are still in transition.
   - Stagger clean up. Have some children start cleaning up earlier if their area takes longer.
   - Ask children to move on to the next activity (e.g., from a story time to wash their hands for lunch) by calling out some characteristics they have to match (everyone wearing something red; everyone whose name starts with an "s" sound).

3. **Use transition times as learning opportunities.**
   - Arrange the classroom so that everything has a place and that place is labeled. Then cleanup becomes an opportunity to practice matching, classification, and one-to-one correspondence.
   - Involve children in housekeeping activities such as cleaning brushes, wiping tables, and setting tables for meals rather than asking adults to do these tasks.

4. **Always give children adequate time to prepare for a transition. Don't surprise them and expect them to move at once.**
   - Give a five- to ten-minute warning during free play to allow children to complete what they are doing and prepare to clean up.
   - Give particular attention to children who are very involved in a project and who may need more time.

5. **Assign one adult to stay with children who are ready for the next activity and just waiting. Suggest they have a repertoire of things to do at these times such as:**
   - telling stories;
   - singing a song or doing a finger play;
   - playing a circle game;
   - playing a guessing game;
   - doing exercises; and
   - looking at books.

6. **Eliminate activities that require all children to complete a short task at one time (i.e., washing hands for lunch, preparing for snack, toileting).**
   - Set up a snack table during free play time so children can serve themselves when they are hungry.
   - Allow children to use the bathroom when they need to and not just at a specified time.
   - When the outdoor area is adjacent to the classroom and weather is good, provide an indoor/outdoor work play period assigning adults to both areas and allowing children to move freely between both places.
   - Have children wash for breakfast or lunch as they are ready. The first ones can help set the table.

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## SKILLED WAYS OF TALKING TO CHILDREN*

Adults who help children develop self discipline use words carefully. The words help children understand their feelings and the feelings of other people, too. The statements below are examples of words that convey the ideas adults want to get across to children.

### ENSURING EACH PERSON'S SAFETY AT SCHOOL

I won't let you kick me, and I won't kick you either. My job is to make this a safe place for all of us.

I cannot let you hit him--it hurts. Tell him. Tell him with words.

People don't like it when you grab. Ask and then listen to the answer. Did she say no? OK. Let's see what else you can find to do.

Water on the floor is slippery and could make someone fall. Here's a mop for you to mop up over there . . . I'll sponge up here.

### RESPECT FOR EACH PERSON'S RIGHTS AND FEELINGS

Some children like to draw designs, Lisa. Other people like to draw people and houses. It's up to each person.

It bothers me when you call Kevin stupid. He is not stupid. He's playing in his own way, and that's fine.

I know you want to be the father. We could have two fathers in this house . . . We need a grandfather, too, and some uncles.

Screaming won't get you a turn, Ann. Terry needs more time on the swing. Then I'll help you get your turn.

Paint here on your own paper; Susan does not want you to paint on hers. Would you like a larger piece of paper?

I know you don't want to stop what you are doing now, but your father is waiting. Would you like to use those pegs again tomorrow? Remind me.

Yes, I know, Mari. But people don't all have to sing when we have music. Sometimes Tim likes to listen.

### A RESPECT FOR MATERIALS

Keep the sand down low, this way. Dig down with the shovel.

I saw that you did not help put the trucks away, Lamont, after you had played with them. Next time, I'm going to ask you to help.

Maricela, I don't want you to dump the puzzle all over the floor. Let's both pick up the pieces and figure out how to do it together.

### PROTECTION FOR PERSONAL BELONGINGS

I know you brought that doll from home, Beatriz. It's beautiful. I'll help you show the doll to everybody, safely. Then we'll put it in a special place until it's time to go home.

---

*Adapted from Jeanette G. Stone, A Guide to Discipline (Washington, DC: NAEYC, 1983), pp. 25-27. (Used with permission from NAEYC.)

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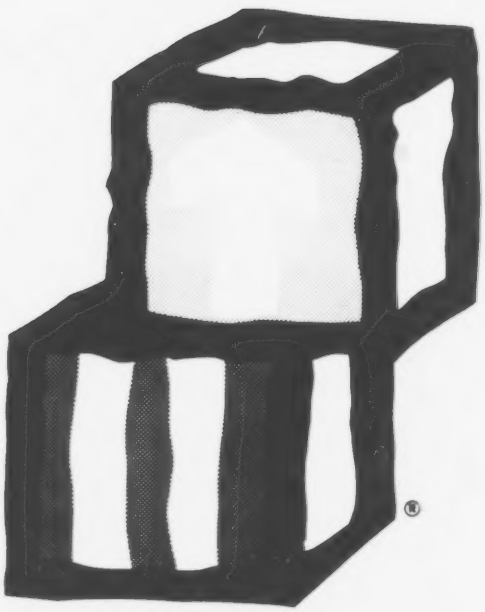
**APPROPRIATE PLACES FOR ACTIVITIES**

Spiderman is too rough and loud for inside. When we go outside, we'll find a place for you to play that game.

Sean, the children want to hear the story. Tell me at the end of the book.

Off the tables, please . . . The climber out in the other room is good for climbing.

# V. Administering the Education Component



## CLASSROOM OBSERVATION CHECKLIST[1]

To be completed by Center Director or Education Coordinator

TEACHER _____ DATE _____

_____ Current daily schedule posted in classroom.

_____ Space and information provided for parent bulletin board.

_____ Menus posted.

_____ Dietary needs list posted in food service area.

_____ Fire drill exit plan posted.

_____ Emergency procedures posted.

_____ Classroom and play yard safety procedures posted.

_____ First aid kit equipped and readily available.

_____ Plan book up to date and available in classroom.

_____ Bus safety instruction plans in evidence.

_____ Safety education themes reflected in planning.

_____ Classroom equipped with working flashlight.

_____ Sharp-edged objects (such as knives, adult scissors, paper cutters) stored out of children's reach.

_____ Supplies (including pins, needles, and thumbtacks) stored away from children's access.

_____ Cleaning supplies and potentially dangerous materials (bleach, soap concentrate, ammonia products, disinfectants, etc.) separated from food storage and inaccessible to children.

_____ Poisonous or flammable materials stored in locked cabinet or storage facility accessible only to authorized adults.

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[1]Adapted from Rayko Hashimoto, The Oregon Head Start Education Coordinator's Handbook (Portland, OR: Portland State University, Oregon Head Start State Technical Assistance and Training Office), 1983, p. 138-139.

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_____ Hot objects (hot plates, electric fry pans, popcorn poppers, portable ovens, etc.) out of children's reach or supervised carefully during planned cooking experiences.

_____ Woodwork and construction tools stored safely.

_____ Items to which children need access for hygiene (kleenex, paper towels, sponges, handwashing soap, etc.) stored within reach and readily available.

_____ Classroom organized into well defined interest areas.

_____ Space and materials set up to encourage social interaction.

_____ Classroom provides quiet or "private" spaces.

_____ Equipment and materials are safe, durable and in good condition.

_____ Equipment and materials attractively displayed and easily accessible to children in or near area of use.

_____ Equipment and materials stored in safe, orderly fashion when not in use.

_____ Space provided for displaying and storing children's work and belongings.

_____ Display spaces at child's level.

_____ Schedule balancing active periods with quieter periods.

_____ Schedule balancing teacher-directed activities with time for child-initiated activities.

COMMENTS:

REVIEWED BY: _____ DATE _____

## CLASSROOM REMINDERS[2]

(To be completed by teacher/assistant)

CENTER _____ DATE _____

| | YES | NO | COMMENTS |
|---|---|---|---|
| 1. Current daily schedule is posted. | ( ) | ( ) | _____ |
| 2. Safety checklist used regularly. | ( ) | ( ) | _____ |
| 3. Lesson plans up to date, accessible. | ( ) | ( ) | _____ |
| 4. Classroom safe indoors, outdoors. | ( ) | ( ) | _____ |
| 5. Fire drill procedures posted. | ( ) | ( ) | _____ |
| 6. Emergency procedures posted. | ( ) | ( ) | _____ |
| 7. Activity areas attractive, functional. | ( ) | ( ) | _____ |
| 8. Storage areas orderly, functional. | ( ) | ( ) | _____ |
| 9. Cooking area orderly, sanitary. | ( ) | ( ) | _____ |
| 10. Housekeeping checklist used regularly. | ( ) | ( ) | _____ |
| 11. Menus posted, updated. | ( ) | ( ) | _____ |
| 12. Special dietary needs posted. | ( ) | ( ) | _____ |
| 13. Children's bulletin boards attractive, current, appropriate. | ( ) | ( ) | _____ |
| 14. Parents' bulletin board attractive, current, appropriate. | ( ) | ( ) | _____ |

ADDITIONAL COMMENTS: _____

_____

_____

_____

_____

_____

[2]Adapted from Rayko Hashimoto, The Oregon Head Start Education Coordinator's Handbook (Portland, OR: Portland State University, Oregon Head Start State Technical Assistance and Training Office), 1983, p. 137.

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SAMPLE SAFETY CHECKLIST

OVERSEEING FACILITIES[3]

I. FACILITIES

A. Playground

1. Swings

firmly anchored? _____

seats of canvas or rubber? _____

located away from the open area (so children won't dash in front of them)? _____

2. Is the climbing equipment

properly sized for the age group? _____

located on a soft surface like grass or wood chips to cushion falls? _____

3. Is the slide

an age-appropriate height with safe steps? _____

in a shaded area where it won't get too hot _____

free of sharp, uncovered edges _____

4. Are tricycles

the appropriate size? _____

used for appropriate ages? _____

in good repair, i.e., wheels and handle bar firmly attached? _____

5. Is the sandbox

clean and free of any broken toys or bits of plastic? _____
sanitary _____?

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[3]Adapted from Center Training Guide: Cuyahoga County Child Care Enrichment Program. Atlanta, GA: TAPP Associates.

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6. Is the open area (for free play and games)

   large enough to run freely? _____

   free of obstacles that could trip a child? _____

7. Are the wooden structures (i.e., fences, forts, playhouses)

   solidly built? _____

   free of projecting nails? _____

   located over a soft area such as grass or wood chips to cushion falls? _____

8. Are children being taught these basic safety rules?

   Wait until a swing has stopped moving before jumping off. _____

   Walk around a moving swing. _____

   Keep away from moving see-saws. _____

   Wait until a see-saw has stopped before getting off. _____

9. Is any equipment in poor condition (i.e., protruding nails or screws, loose boards, splinters, rusty)? _____

   If yes, explain _____

10. Are the grounds clean and free of debris? _____

11. Are dogs and cats kept off of the playground? _____

Note improvements that are needed.

_____

_____

_____

B. Inside Classroom

1. Is the furniture an appropriate size? _____

2. Is there a safe traffic pattern? _____

3. Are the shelves stable and well-anchored so that children cannot pull them over? _____

4. Are dangerous items such as poisons, sharp scissors, medicines, and cleaners stored out of children's reach? _____

5. Is the furniture in good repair, free of loose nails and wobbly legs? _____

6. Is the center in good repair, i.e., free of loose tile, broken boards, steps, or broken doors? _____

7. Can the doors be locked by the child? _____

8. Is the water in the sink too hot? _____

9. Is an evacuation plan posted and are fire drills held? _____

10. Are the toys and learning materials safe (i.e., nontoxic, nonflammable, free of sharp edges, unbreakable, free from removable parts which can be swallowed, nonallergic)? _____

Note improvements that are needed.

_____

_____

_____

II. SUPERVISION

A. Are there enough teachers to supervise the playground adequately? _____

B. Is each teacher responsible for a particular area of the playground or for a designated group of children? _____

C. Are the teachers on the playground adequately attending to the children's activities, i.e., offering assistance, interacting with the children, checking unsafe behavior? _____

D. Is the ratio of children to teachers correct? _____

Note improvements to be made.

_____

_____

_____

SAMPLE PHYSICAL ENVIRONMENT CHECKLIST
FOR HOME-BASED PROGRAMS

| Safety | Yes | No | Needs Improvement | Comments |
|---|---|---|---|---|
| 1. Are dangerous items, such as poisons, scissors, medicines, and household cleaners stored out of the children's reach? | ___ | ___ | ___ | _____ |
| 2. If there are children under the age of four, is there a safety gate or substitute in front of all stairways? | ___ | ___ | ___ | _____ |
| 3. Is there a fence or other boundary, such as shrubbery, around the outdoor play area? | ___ | ___ | ___ | _____ |
| 4. Are hazardous objects, such as glass or rusty cans, removed from the outdoor area? | ___ | ___ | ___ | _____ |
| 5. Is bagged trash and garbage stored separately from children's play area? | ___ | ___ | ___ | _____ |
| 6. Are areas accessible to children free from loose tiles, broken boards, steps, railings, or doors in need of repair? | ___ | ___ | ___ | _____ |
| 7. Are there toys available to the children? | ___ | ___ | ___ | _____ |
| Are they: | ___ | ___ | ___ | _____ |
| nonflammable | ___ | ___ | ___ | _____ |
| non-toxic | ___ | ___ | ___ | _____ |
| free of sharp edges and points | ___ | ___ | ___ | _____ |
| nonbreakable | ___ | ___ | ___ | _____ |
| free from lead paint | ___ | ___ | ___ | _____ |
| nonallergic | ___ | ___ | ___ | _____ |
| free from small movable parts which can be swallowed | ___ | ___ | ___ | _____ |

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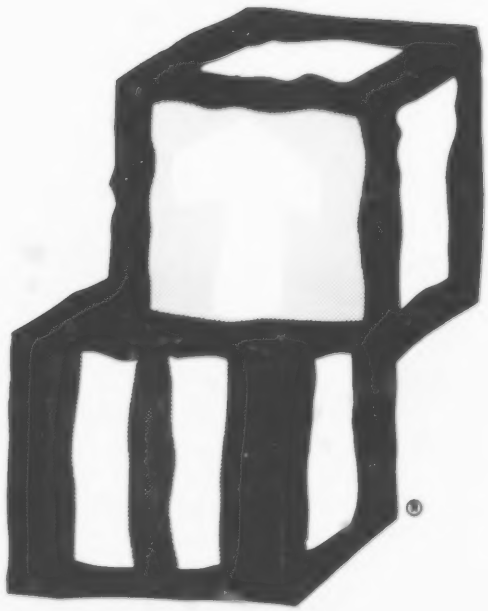
# VI. Supervising the Education Component Staff



SAMPLE FORM 1

OBSERVATION RECORDING FORMAT

Below is a sample format that can be used by the Education Coordinators during observations. The format can be used to make an observation form or can be transferred to individual recording cards. Each card could be used to record a specific behavior or anecdote with a beginning (setting), middle (teacher), and end (outcome). In the section labeled "setting," the Coordinator describes the situation or scene she is observing, i.e., where the teacher and children are and what prompted the behavior. In the "teacher" section, the Coordinator records teacher behavior, actions, and statements at the observed moment. In the "outcome" section, the Coordinator records the results of the teacher's behavior or what occurs after the behavior. After observing, the Coordinator can code and sort each anecdote by CDA functional area. In this way the Coordinator will have a group of behaviors together for discussion.

SETTING

TEACHER

OUTCOME

CDA FUNCTIONAL AREA _____

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## RECORDING OBJECTIVE OBSERVATIONS[1]

To provide useful feedback, the observation should be recorded directly and should be detailed, objective, and informative. Some samples that distinguish useful and less useful recordings follow.

### Useful Recordings

1. Large groups of children sitting on the floor in a circle with teacher and aide. Teacher says, 'The name of our book is Bugs Bunny Goes to the Dentist'. A child says, 'I saw a bunny on T.V.' Another child says, 'I thought he was a doctor'. Teacher says, 'Yes, remember when we talked about doctors and dentists. One works on your body and one works on your teeth. They're both called doctors'. Teacher starts to read the book."

   Through the use of direct quotes and detailed description, the reader gets her/his own impression about the teacher's competence in handling this incident and is not influenced by the recorder's assumption or subjectivity.

2. "The teacher walked over to the block area where two boys were building. She watched for a few minutes and then asked, 'Would you like to tell me about your building?' After a short pause one boy said, as he added a square block to the building, 'We building a motor bike store.' The other child said, 'Yeh and we got a lotta motor bikes.' The teacher responded, 'Oh I guess that's why you have such a big building.' One of the boys said, 'Yes, you want one?' The teacher asked, 'How much do they cost?' The conversation continued until the teacher left to go to the library area."

   This recording creates a picture in the reader's mind and enables the reader to experience the incident vicariously. It gives direct quotes and some details and enables the reader to evaluate the interaction that occurred between the teacher and the children.

3. "Home visitor sitting on the floor with William (3 years old) playing Lotto game. Mother standing in

   This recording describes several minutes in a home visitor setting

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[1]Adapted from CDA Advisor Book. Washington, DC: CDA National Credentialing Program, 1982.

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doorway holding Joey (1 year old). Joey crying. Mother takes Joey out to kitchen. Home visitor says to William holding up a lotto card, 'What's this called?' William says, 'Fireman.' Home visitor says, 'Do you mean fire truck?' Home visitor and William continue to play game 15 minutes. Mother and Joey stay in kitchen."

including direct quotes and descriptive details about the different people involved. The reader can develop questions to ask the home visitor such as, "What were the goals you and the parent set for the visit?"

## Recordings Which Are Not Useful For Providing Feedback

1. "The teacher helps the children use language as a means of communicating through songs and stories."

A one sentence recording is not very informative because of its vagueness and generalization. This recording is more appropriate as a summary statement. It is so general that it could be written about anyone. It does not tell:

- what types of songs and stories this teacher uses;
- how the teacher involves the children (actively or passively, total group or small group);
- if there are special times during the day when songs or stories take place; and
- if the songs and stories are integrated throughout the curriculum. Several incidents could have been briefly but concretely described so that the reader could have the information which led to this summary.

2. "Teacher and child talk at easel, child identifies letters she has made on the paper. They discuss the child's creation/design."

The use of words such as "talk" and "discuss" make this recording ambiguous. The reader does not get enough information from the recording to begin to evaluate the teacher's performance.

3. "The teacher asked each family member his/her name. She gave each one the opportunity to speak. This made everyone feel important."

The reader of this recording does not know how many children and adults were involved, what they said, what the teacher did to encourage each one to talk. Without any objective description of the behavior, such as "she smiled," "they clapped their hands and bobbed up and down," etc., it is an assumption to say, "This made everyone in the room feel important." An observation should be able to stand on its own without further verbal explanation. It is important to convey to others, as objectively as possible, what the teacher's unique role was during the incident or situation.

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## EDUCATION COORDINATOR'S HOME VISIT OBSERVATION REPORT[2]

1. Who is the focal point of the home visit? _____

2. How would you describe the atmosphere between the home visitor and family during this visit? _____

3. How is the lesson plan utilized? Does it allow for individual needs? _____

4. How were all four components integrated into the home visit? _____

   Health - _____

   Education - _____

   Nutrition - _____

   Social Services - _____

5. How is the parent involved in planning? _____

6. How was the parent involved in evaluating the week's activities and/or the home visit? _____

7. How is the home environment used as a teaching tool? _____

8. What information about child development and parenting do you think the parent learned during this visit? _____

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[2]From Cambria County Community Action Council, Inc. Head Start Program, Johnstown, PA.

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SAMPLE FORM 2

RESPONSE TO OBSERVATION

(To be completed by Education Coordinator and Staff Members)

Teacher's Name _____ Work Role/Title _____
Observation Time Started _____ Time Ended _____
Date _____
Number of Children _____ Age Range of Children _____
Where did observation take place? _____
At what time in the daily schedule? _____
(Free play, story time, etc.)
(If more space is needed for any of the questions below, please continue on back.)

I. What is your immediate reaction to this observation? _____

_____

II. Describe:

A. Any evidence of advance planning for the activity/activities: _____

_____

_____

B. The physical setting: _____

_____

C. The activity/activities--the responses of the children/parents and the behavior of the teacher: _____

_____

III. What were the most positive things that happened? _____

_____

IV. What were the areas of difficulty? _____

_____

V. Suggestions for changes in this activity/activities: _____

_____

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## TECHNIQUES FOR GIVING EFFECTIVE FEEDBACK

"Feedback" is a way of helping another person consider changing his or her behavior. It is communication to an individual which gives information about how he or she affects others. Feedback helps an individual keep his or her behavior "on target" and thus better achieve his or her goals.

Be descriptive, not interpretive. Report the facts, not what you think they mean. Say, for example, "The children took a long time to clean up today," not "You don't have any control over the classroom."

Be specific, not general. Don't say, "You're always late to work." Instead say, "The last two times I came to the center you were late to work."

Offer well-timed feedback. In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.). Don't fall prey to the leave them alone, then "zap" them syndrome.

Consider the needs of the person receiving the feedback (as well as your own). Feedback should not be used as a release for you but should be in the sincere best interest of the other person and the children.

Check what was received to ensure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he or she has received to see if it corresponds to what the sender had in mind.

Direct the feedback toward behavior which the receiver can do something about. Frustration is ony increased when a person is expected to use a skill they have not yet developed, or behave in a way that does not fit their personality.

If possible, provide feedback in response to specific requests. Feedback is most useful when the receiver has formulated the kind of question which those observing him or her can answer.

Give no more feedback than the person can absorb. When someone asks how he/she is doing in a specific area, tell him/her about that specific area. Offering feedback about additional observations can overwhelm and confuse someone. If someone asks you how well they handled a crying child, answer that question only. Don't add your comments about their lesson plans or their interactions with parents.

Avoid using the "sandwich" method. Here, supervisors give praise, then criticism, then some more praise. Supervisors do this because they think they need to give positive strokes along with negative ones and because it reduces their own discomfort in being totally negative. But this method confuses the recipient. Concentrate on the problem. Save positive strokes for positive behavior.

Be careful with your use of humor, and avoid sarcasm and ridicule. Humorous comments may hide the message you are trying to convey. Couching the feedback in sarcasm or ridicule will create a feeling of belittlement in the recipient.

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STAFF PERFORMANCE EVALUATION BASED ON CDA[3]

| DOCUMENTED DUTIES OF TEACHER | PERFORMANCE STATEMENTS | INDICATORS | SCORES |
|---|---|---|---|
| 1. Provides a safe environment to prevent and reduce injuries. | 1. Demonstrates safety practices | Daily and monthly lesson plans<br>Observation of Education and Health Coordinators | |
| | a. reinforces safety rules<br>b. practices fire drills | | |
| | 2. Minimizes potential hazards | Observation of Education and Health Coordinators | |
| | a. tapes rugs<br>b. covers outlets<br>c. stores cleaning materials out of reach | | |
| | 3. Provides adequate supervision | Daily lesson plans<br>Observation of Education Coordinator | |
| | a. maintains low adult/child ratio for high-risk activities<br>b. varies group size for activities, to allow for ample supervision<br>c. allows for constant visual contact with children through room arrangement | | |
| | 4. Provides safety instruction | Daily and monthly lesson plans<br>Observation of Education Coordinator | |
| | a. explains and reinforces classroom rules for child safety<br>b. addresses personal safety through curricular activities | | |
| | 5. Provides safety instruction | Observation of Education and Health Coordinators | |
| | a. removes broken or unsafe materials<br>b. reports unsafe equipment to proper authority | | |
| 2. Promotes good health and nutrition and helps to provide an environment that contributes to the prevention of illness. | 1. Maintains healthy classroom environment | Observation of Health Coordinator | |
| | a. follows cleaning schedule developed by sanitation committee | | |

[3]Blair County Head Start, Altoona, PA

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| DOCUMENTED DUTIES OF TEACHER | PERFORMANCE STATEMENTS | INDICATORS | SCORES |
|---|---|---|---|
| | b. makes sure heating and lighting are operational, and reports defects in equipment to proper authority | | |
| | 2. Plans and implements activities that promote personal health | Daily and monthly lesson plans<br>Observation of Education | |
| | a. incorporates good health/hygiene practices into classroom routine | Coordinator | |
| | b. reports possible illnesses | | |
| | c. insures appropriate clothing for children: informs parents of need for proper clothing, and provides supplemental clothing if necessary | Daily and monthly lesson plans<br>Observation of Health and Education Coordinators | |
| | 3. Plans and implements activities that promote sound nutrition | Daily and monthly lesson plans<br>Observation of Nutrition and | |
| | a. plans cooking experiences for children at least twice a month | Education Coordinators | |
| | b. serves as a role-model, encouraging children to try all foods | | |
| 3. Uses space, materials and routine as resources for constructing an interesting and enjoyable environment that encourages exploration and learning. | 1. Maintains learning environment | Observation of Education | |
| | a. stores equipment neatly | Coordinator | |
| | b. arranges room to allow freedom of movement | | |
| | c. provides equipment suitable for children's needs, changing materials as skills evolve | | |
| | d. arranges room to separate noisy and quiet areas, allowing space for the following activities:<br>• block building • manipulative activities<br>• dramatic play • library<br>• music • circle<br>• art • science/math | Daily and monthly lesson plans<br>Observation of Nutrition and Education Coordinators | |
| | 2. Plans and implements activities that promote an interest in the learning environment | Daily and monthly lesson plans<br>Observation of Education Coordinator | |

| DOCUMENTED DUTIES OF TEACHER | PERFORMANCE STATEMENTS | INDICATORS | SCORES |
|---|---|---|---|
| | a. gives children responsibility in caring for the materials in the classroom<br>b. provides a balance between quiet/noisy, and teacher-directed/teacher-responsive activities throughout the day<br>c. provides enough materials to interest but not over-stimulate | | |
| 4. Provides a variety of appropriate equipment, activities and opportunities to promote the physical development of the children. | 1. Plans and implements activities that promote the physical development of each child.<br>a. provides small and large muscle activities according to each child's need, allowing for exploring concepts of space using their whole bodies acting out and pantomining a variety of concepts using movement and rhythm<br>b. provides activities in which children can be successful without stress or competition | Daily and monthly lesson plans<br>Individual and class profile charts<br>Observation of Education Coordinator | |
| | 2. Maintains an environment conducive to development of physical skills<br>a. provides materials that aid in the development of small muscle control, eye-hand coordination.<br>b. rotates small-muscle-development materials to reflect current unit and skill level of children. | Observation of Education Coordinator<br>Daily lesson plans | |
| 5. Provides activities and experiences that develop questioning probing, and problem solving appropriate to developmental levels and learning styles of the children. | 1. Plans and implements activities that promote questioning, probing exploration and problem solving<br>a. involves children with available material and activities<br>b. uses a multisensory approach to concept development<br>c. provides individual, small, and large group instruction<br>d. provides opportunities for spontaneous discovery<br>e. asks open-ended questions<br>f. responds encouragingly as children work through problems | Observation of Education Coordinator | |

| DOCUMENTED DUTIES OF TEACHER | PERFORMANCE STATEMENTS | INDICATORS | SCORES |
|---|---|---|---|
| | 2. Helps children develop conceptual framework for interpreting experiences, including:<br><br>a. classification<br>b. seriation<br>c. number<br>d. spatial relations<br>e. representation<br>f. time | Daily and monthly lesson plans<br>Observation of Education Coordinator | |
| 6. Provides opportunities for children to understand, acquire and use verbal and non-verbal means of communicating thoughts and feelings. | 1. Promotes children's listening skills<br><br>a. provides materials, equipment and activities that promote listening (e.g. listening center)<br>b. serves as role model, listening actively to children<br>c. encourages children to listen to others for short periods of time | Daily and monthly lesson plans<br>Observation of Education Coordinator | |
| | 2. Promotes clear articulation and language production<br><br>a. provides time in daily schedule for children to share own experiences<br>b. encourages children's spontaneous language at mealtime and throughout the day<br>c. participates with children in word play games<br>d. serves as role model, using simple whole sentences, rich vocabulary when appropriate, vocalizing own and children's action<br>e. provides time in daily schedule for small group language activities using individualized approach. | Daily and monthly lesson plans<br>Observation of Education Coordinator<br>Individual and class profile charts | |
| | 3. Promotes adult-child communication<br><br>a. maintains eye contact with children throughout conversation | Observation of Education Coordinator | |

| DOCUMENTED DUTIES OF TEACHER | PERFORMANCE STATEMENTS | INDICATORS | SCORES |
|---|---|---|---|
| | b. gets down to child's level<br>c. uses warm tone of voice<br>d. speaks to children close-up rather than from distance | | |
| | 4. Promotes child-child communication<br><br>a. arranges the room and daily schedule to encourage child-child interaction<br>b. encourages children to work cooperatively through room arrangement, material selection and activity planning | Observation of Education Coordinator | |
| 7. Provides experiences that stimulate children to explore and express their creative abilities | 1. Supplies equipment and materials that encourage creativity<br><br>a. provides materials without patterns or models to follow in art activities<br>b. provides props appropriate to current unit in dramatic play area<br>c. furnishes puppets, flannel board figures, etc. for creative language development<br>d. changes manipulative and block equipment to encourage creative uses | Daily and monthly lesson plans<br>Observation of Education Coordinator | |
| | 2. Encourages innovative uses of materials and divergent thinking<br><br>a. develops problem solving abilities by asking "how might we.." questions in individual, small, and large group situations<br>b. calls children's attention to alternative ways of doing things<br>c. reinforces creativity throughout the day | Daily and monthly lesson plans<br>Observation of Education Coordinator | |
| 8. Helps each child to know, accept and take pride in himself, and to develop a sense of independence. | 1. Assesses each child's current skill level<br><br>a. completes LAP-D assessment<br>b. evaluates children's progress informally, in ongoing manner | LAP-D assessments observation of Special Services and Education Coordinator | |

| DOCUMENTED DUTIES OF TEACHER | PERFORMANCE STATEMENTS | INDICATORS | SCORES |
|---|---|---|---|
| | 2. Plans and implements activities which maximize opportunities for success | Individual and class profile charts | |
| | a. utilizes class profile chart, information observation records for grouping children, and planning activities<br>b. provides for reinforcement of existing skills as well as mastery of new skills<br>c. provides for all children to assume leadership positions | | |
| | 3. Provides positive feedback to children when appropriate | Observation of Special Services and Education Coordinators | |
| | a. recognized children's efforts, accomplishments<br>b. uses both physical and verbal means of communicating approval | KID and CDT minutes | |
| 9. Helps children learn to get along with others and encourages feeling of empathy and mutual respect among children and adults. | 1. Plans and implements activities that develop awareness of feelings and emotions | Observation of Education Coordinator<br>Daily and monthly lesson plans | |
| | 2. Capitalizes on spontaneous occurrences of empathy, displays of feelings and emotions throughout the day | | |
| | 3. Serves as role model | | |
| | a. displays sympathy for others<br>b. verbalizes own emotions<br>c. maintains sense of humor<br>d. shows respect for children and adults | | |
| 10. Provides an environment in which children can learn and practice behaviors which are appropriate and acceptable individually and in a group. | 1. Maintains an environment conducive to preventive discipline | Daily and monthly lesson plans<br>Observations of Education Coordinator | |
| | a. provides self-regulating system for limiting group size during exploratory time<br>b. provides activities and alternate activities to help prevent discipline problems | | |

| DOCUMENTED DUTIES OF TEACHER | PERFORMANCE STATEMENTS | INDICATORS | SCORES |
|---|---|---|---|
| | 2. Maintains consistent discipline in the classroom | Class rules chart<br>Observation of Special Services and Education Coordinators | |
| | a. informs all adults of classroom rules | | |
| | b. employs consistent techniques from child to child, and from incident to incident | | |
| | c. helps children follow rules | | |
| | 3. Sets and enforces appropriate limits | Observation of Special Service and Education Coordinators | |
| | a. states expectations simply and clearly | | |
| | b. prevents children from hurting themselves, others or materials | | |
| | c. gives choices involving related consequences | | |
| | d. uses calm voice | | |
| | e. asks, tells, or shows what was done wrong | | |
| | f. uses positive reinforcement as frequently as appropriate | | |
| | 4. Maintains a positive approach to classroom control, and recognizes self-control as a learning process | Observation of Special Service and Education Coordinators | |
| | a. organizes smooth and appropriate transitions | | |
| | b. focuses on activity at hand rather than children's behavior | | |
| | c. ignores inappropriate behavior when possible | | |
| | d. "lets go" of negative instances: does not harbor grudges | | |
| | e. encourages children to make appropriate choices in controlling their own behavior | | |
| 11. Maintains an open, friendly and informative relationship with children's families and encourages their participation in the program | 1. Involves parents in the classroom program | Daily lesson plan<br>Volunteer Evaluation Form | |
| | a. involves parents in planning their volunteer activities in the classroom | | |
| | b. provides parents with instructions and feedback during their classroom volunteer day | | |
| | c. involves parents in evaluating their volunteer activities | | |

| DOCUMENTED DUTIES OF TEACHER | PERFORMANCE STATEMENTS | INDICATORS | SCORES |
|---|---|---|---|
| | 2. Involves parents in extending the classroom program into the home | Home visit plans | |
| | a. shares information on child's progress with parents<br>b. helps parents plan in-home activities to supplement the classroom program | | |
| | 3. Serves as liaison between other components and parents | Home visit plans | |
| 12. Uses all available resources to ensure an effective operation. Is a competent organizer, planner and record keeper | 1. Employs a wide variety of resources in implementing curriculum | Daily and monthly lesson plans<br>Observation of Education Coordinators | |
| | a. rotates resources available to children within classroom<br>b. locates and uses variety of materials within the program<br>c. locates and uses supplemental materials from outside the program | | |
| | 2. Plans classroom program in an organized timely fashion | Daily and monthly lesson plans<br>Check off list, component reports | |
| | a. completes daily and monthly lesson plans on time<br>b. submits records, recquisitions, reports and plans when due | | |
| | 3. Makes use of program resource personnel in planning for children and their families | Referral forms, CDT minutes<br>KID request forms | |
| | a. refers children with apparent special needs according to program procedure<br>b. participates in CDT's<br>c. calls KID meeting as necessary | | |
| 13. Seeks out and takes advantage of opportunities to improve her/his competence, both for professional growth and for the benefit of children and families | 1. Maintains a professional attitude | Observation of Component Coordinators and Administration | |
| | a. adheres to personnel polices<br>b. supports and enforces program regulations<br>c. assumes and thoroughly completes all duties in a professional manner | | |

| DOCUMENTED DUTIES OF TEACHER | PERFORMANCE STATEMENTS | INDICATORS | SCORES |
|---|---|---|---|
| | d. accepts responsibility willingly | | |
| | e. demonstrates enthusiasm for the educational program through classroom work/public relations | | |
| | f. responds objectively to change | | |
| | g. responds in a positive manner to constructive suggestions | | |
| | 2. Keeps abreast of early childhood education practices | Individual memos, conferences<br>Observation feedback | |
| | a. demonstrates proficient knowledge of child development | Training record | |
| | b. demonstrates professional growth and improvement through<br>Identification of own training needs<br>Participation in training sessions<br>Enrollment in workshop/college course<br>Reading professional literature<br>Application of training to professional performance<br>Involvement in curriculum planning and development | | |

## VOLUNTEER JOB DESCRIPTION[4]

| | |
|---|---|
| JOB TITLE: | VOLUNTEER CLASSROOM ASSISTANT |
| SUPERVISOR: | Classroom Teacher |
| GENERAL DESCRIPTION: | Works cooperatively with classroom staff on a consistent basis, becoming familiar with daily classroom activities and the Head Start philosophy. |
| MINIMUM REQUIREMENTS: | Present or past Head Start parent or a concerned member of the local community. Must have a recent TB test and present results. |
| SKILLS NEEDED: | Friendly, warm personality.<br>Able to work with young children.<br>Emotionally mature and able to follow directions.<br>Understands and likes children, displays a positive attitude, and accepts special needs of children. |
| TASKS: | Assists staff in carrying out daily center activities, outings, field trips, and special events.<br>Assists with clerical work and clean up with staff supervision, reads stories, supervises outdoor activities, mixes finger paint, and readies art supplies.<br>Escorts children to the bathroom and helps provide a smooth change from one activity to another.<br>Prepares and supervises various activities with teaching staff. |
| EXPECTED RESULTS: | Increased understanding of child development.<br>Provide adequate role model for children.<br>Increased ability to work with children and adults.<br>Follow directions and be able to implement ideas. |
| RESOURCES: | Orientation and training<br>Classroom curriculum planning days<br>Special workshop<br>Written materials |

The classroom assistant may become a paid Substitute Classroom Assistant, after volunteering experiences in the classroom and attending a special workshop (s). This person may substitute if the teacher's assistant is absent and would receive the current minimum wage.

For more information, contact _____.

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[4]From Allegheny County Head Start Program, Allegheny County, PA.

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## VOLUNTEER INTEREST INVENTORY[5]

Name: _____

Would you like to:

1. _____ Read a story to some of the children?
2. _____ Teach or lead a song or some music activity?
3. _____ Conduct an art activity?
4. _____ Show some children how to use carpentry tools?
5. _____ Show children how to use a guitar or other musical instrument?
6. _____ Prepare and help serve snacks?
7. _____ Cook or bake with some children?
8. _____ Display a costume from another country or an ethnic group?
9. _____ Plan a field trip for the children?
10. _____ Show a film or filmstrip?
11. _____ Help make or repair materials for the classroom or playground?
12. _____ Share your hobby with the class? If so, what is it?_____
13. _____ Bring refreshments for a holiday party?
14. _____ Play games with the children?
15. _____ Take photographs of the children at special events?
16. _____ Choose library books for the classroom?
17. _____ Prepare a class scrapbook?
18. _____ Accompany children to dentist or doctor appointments?

OTHER IDEAS: _____

_____

_____

[5]From Training Manual for Head Start Staff, Part III (College Park, MD: Head Start Resource and Training Center, University of Maryland, 1983).

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## VOLUNTEER MEMO OF UNDERSTANDING

As a volunteer I agree to:

Submit a doctor's certificate that I have been tested for TB and the results are negative.

Attend orientation or training sessions that may be necessary to help me in my job.

Abide by all school rules and Board of Education regulations which are applicable to me.

Honor the following commitment to work at:

Center _____

Days _____

For a Period of _____

Time _____ Weeks _____

If I must be absent from a scheduled commitment, I will notify _____

_____ as much in advance as possible.

Signed _____

Address _____

Telephone _____

---

As a staff member participating in the Volunteer Program, I agree to:

Accept and support the volunteer's efforts to help.

Share information, ideas, and techniques which will enable the volunteer to do assigned tasks effectively.

Be available on (circle one) M T W Th F at _____ o'clock to provide feedback to the volunteer on his/her job performance.

Communicate appreciation for the volunteer's efforts.

Signed _____ Date _____

Title _____

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# Self Motivation: Motivation at Its Best

by Roger Neugebauer

The director of Funny Bunny Nursery School was concerned. Incidents of lateness and absenteeism among her teachers were increasing. The teachers had stopped planning activities in advance and showed little enthusiasm in working with the children. They also complained continually about everything from inadequate equipment to low wages.

She decided that what was needed to improve staff performance was to tighten discipline. She required teachers to submit daily lesson plans for her approval. She had them sign in and out and deducted pay for lateness and unexcused absences. She kept a closer watch on the classrooms and reprimanded teachers who were sloughing off.

The results were mixed. Lateness and absenteeism declined, and lesson plans were being developed; but teachers' attitudes became even worse. They complained more and acted as if working in the classroom were a drudgery.

Next the director tried the opposite approach. She sought to cheer the staff up by granting them wage increases, setting up a comfortable teachers' lounge, and holding occasional staff parties.

Once again she was disappointed. Although the staff acted happier and complained less, they still exhibited little enthusiasm in their work with the children.

**The Jackass Fallacy**

One reason the director's remedies failed is that she was operating from overly simplistic notions about what motivates people to work hard. She acted as if the teachers were naturally lazy and irrespon-

Child Care Information Exchange (October 1984), pp. 7-10.

sible, as if they could only be made to work hard through fear of punishment or promise of rewards. This carrot and stick approach may work perfectly well in motivating a jackass, but it is wholly inappropriate in motivating people. As Harry Levinson, creator of the *Jackass Fallacy* analogy explains.

*A key to outgrowing a jackass style of management is shifting control over teachers' performances from the director to the teachers themselves.*

As long as anyone in a leadership role operates with such a reward-punishment attitude toward motivation, he is implicitly assuming that he has control over others and that they are in a jackass position with respect to him. This attitude is inevitably one of condescending contempt whose most blatant mask is paternalism. The result is a continuing battle between those who seek to wield power and those who are subject to it.

## What Does Motivate Teachers?

In 1975, this author interviewed 64 child care teachers about what satisfies them and what frustrates them in their work. In reviewing the major sources of satisfaction (see summary below), it can be seen that they relate directly to the *content* of the teachers' work. These factors—observing progress in children, relationships with children—result directly from the way teachers perform their work. On the other hand, the major sources of frustration—rate of pay, supervision, personnel policies—relate to the *environment* in which the work is performed.

Based on similar findings in studies in a wide variety of professions (see Herzberg), organizational psychologists have reached a number of conclusions on what can be done to motivate workers. When the environmental factors are not adequately provided for (i.e. when pay is low or the environment is oppressive), workers will become frustrated. However, when these factors are adequately provided for, this will usually have no important positive effect—these factors do nothing to elevate an individual's desire to do his job well. The content-related factors, commonly referred to as *motivators*, on the other hand, can stimulate workers to perform well. They provide a genuine sense of satisfaction.

A director seeking to bolster the sagging morale of her teachers, therefore, will have only limited success if she focuses solely on the environmental factors—increasing pay, improving physical arrangement, making supervision less rigid. If the teachers' lounge is renovated, teachers may become less frustrated, but they won't necessarily work harder on the job because of this change. To truly motivate the teachers, a director needs to focus her attention on restructuring the teachers' jobs so that they can derive more satisfaction directly from their work.

## Examining Motivators More Closely

But how does one go about restructuring a teacher's job to take advantage of these motivating factors? Taking a cue from organizational psychologists, a director should strive to meet the following criteria in restructuring a job (Hackman):

1. **Meaningfulness.** A teacher must feel her work is important, valuable, and worthwhile. If a teacher believes her work is unimportant, it won't really matter to her whether or not she does it well. If she believes her teaching does have a significant impact on children's lives, she will work hard to see that the impact is a positive one.

*This carrot and stick approach may work perfectly well in motivating a jackass, but it is wholly inappropriate in motivating people.*

2. **Responsibility.** A teacher must feel personally responsible and accountable for the results of the work he performs. If a teacher is simply carrying out the plans and instructions of a supervisor, he will derive little personal satisfaction when things go well. If he has complete control over the planning and implementation of daily activities in his room, he will know that when children are thriving it is due to his efforts.

3. **Knowledge of results.** A teacher must receive regular feedback on the results of her efforts. If a teacher exerts a major effort on an activity but receives no indication as to whether or not it was successful, she will gain no satisfaction. A teacher can only derive satisfaction from the positive results she knows about.

*If a teacher believes her work is unimportant, it won't really matter to her whether or not she does it well.*

The remainder of this article will be devoted to describing specific examples of how to apply these criteria.

## Clarifying Goals

Before teachers can be satisfied with the results of their efforts, they must be clear as to what results were expected in the first place. The center must have goals which teachers can use as yardsticks to evaluate their accomplishments. To be effective a center's goals must...

1. **Be compatible with the personal goals of teachers.** Teachers will work hardest to accomplish organizational goals which are most similar to their own goals. Some centers achieve a close fit between organizational and personal goals by involving the teachers in developing the goals at the beginning of the year. Other organizations accomplish this by holding planning conferences between the director and individual staff members. In these conferences the employee outlines her personal interests and career goals. The two then develop ways in which the individual can work toward the accomplishment of her and the organization's goals at the same time (McGregor). For example, if one of a teacher's goals is to develop her creative movement skills and one of the

## Major Sources of Satisfaction and Frustration

In a survey of 64 teachers in 24 New England child care programs, the following were identified as their major sources of satisfaction and frustration in their work. (They are listed in order of frequency.)

| Sources of Satisfaction | Sources of Frustration |
|---|---|
| 1. Observing progress in children | 1. Rate of pay |
| 2. Relationships with children | 2. Prospects for advancement |
| 3. Challenge of the work | 3. Physical work environment |
| 4. Pride in performing a service | 4. Style of supervision |
| 5. Relationships with parents | 5. Number of hours worked |
| 6. Recognition shown by staff | 6. Inflexible personnel policies |

center's goals is to stimulate children's imaginations, the teacher might be assigned to develop and use movement activities which challenge children's imaginations.

**2. Provide a moderate challenge to teachers.** Experiments have shown that most workers respond best to goals which are moderately difficult to achieve (Gellerman). The goal must not be so ambitious that it cannot possibly be achieved, nor so easy that it can be accomplished with little effort. Such moderately challenging goals should be established for the program as a whole (for example, to double the amount of cooperative play among the children) as well as for individual children (i.e. to help David control his temper).

### Encouraging Self-Control

A key to outgrowing a jackass style of management is shifting control over teachers' performances from the director to the teachers themselves. Ideally, a teacher and a director could agree upon a set of goals for a classroom at the beginning of the year. The teacher would then be fully responsible for planning and implementing daily activities to achieve these goals. At the end of a set time period—the less experienced the staff the more modest the goals and the shorter the time period—the teacher would be held accountable for having accomplished the goals. The teacher would work hard, not because he was being closely watched by the director, but because he was personally committed to achieving the goals.

Centers have developed many ways of supporting teachers in controlling their own performance. One center has the teachers write and periodically revise their job descriptions and the rules for various classroom areas. Another provides teachers with sufficient petty cash so they won't have to keep running to the director to request money to buy routine supplies and equipment. A third has teachers bring problems with children before their peers so that teachers can learn to solve their own problems.

Not all teachers will be willing or able to function so independently. Some will always feel more comfortable having someone else take the lead and issue directions. Other teachers may be ready to accept responsibility, but not for a full classroom. These teachers could have their self-control supported by being assigned full responsibility for a small number of children, for a certain activity area, or for performing a specific function (such as offering support and encouragement to children).

### Providing Feedback

When teachers were asked what satisfies them, they happily cited incidents such as: "When children beam after finally accomplishing a task;" "Seeing examples of children's cooperative play steadily increase;" or "When a parent comments on how a child's behavior is dramatically improving at home thanks to the school."

Given the high motivational impact of incidents such as these, a director should give high priority to seeing to it that they happen as often as possible. To get an idea of how a director might do this, the hundreds of motivating incidents supplied by teachers were analyzed. The majority of these incidents were found to fall into three primary categories which are listed below. With each category, ideas are listed which a director can use to encourage that type of motivation.

**1. Immediate reactions of children to an activity or to accomplishing a task.**

- Help teachers develop their skills in observing children's subtle signs of change or satisfaction.
- Ask teachers to list incidents of children's reactions and changes (pro and con) on a single day or week. This will force them to be alert for such feedback which they may otherwise be too preoccupied to notice.
- Periodically ask parents for incidents of children's progress or follow through on school activities. Pass these on to the children's teachers.
- Recruit volunteers to teach so that teachers can occasionally step back and observe what's going on in the classroom.
- Provide feedback to teachers focusing on effects of teaching on children rather than on the teachers' methods or style.
- Set aside a time on Fridays when teachers can pause to reflect on what went wrong and what went right during the week. Devote occasional staff meetings to having teachers share their good experiences from the week.

**2. Warm relationships established with the children and their parents.**

- Provide times and places where teachers can have relaxed intimate conversations with individual children.
- Make teachers responsible for a small number of children so they can better get to know each other.
- Before the school year begins, have teachers visit children's homes to establish rapport with the families.
- Encourage families to keep in touch with the center after their children *graduate*.

- Assign each teacher responsibility for maintaining regular communications with specific parents.

- Bring in volunteers at the end or beginning of the day so that teachers can have informal uninterrupted conversations with parents.

**3. Indications of the long-range progress of children.**

- Make teachers responsible for long periods of time for complete units of work. If teachers' responsibilities are continuously shifting from one group of children to another, or from one curriculum area to another, they will never be able to attribute any long-term changes in children primarily to their own efforts.

- Keep diaries of children's behavior so that changes in children can be tracked.

- Videotape classroom activities periodically and compare children's behavior as the year progresses.

- At regular intervals tabulate the number of incidents of specific behaviors which occur in a set time period to determine if there are any changes in these behaviors.

- Conduct tests on the developmental levels of children throughout the year.

- In regular parent conferences, with teachers present, ask parents to discuss changes they have noted in their children's behavior.

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*A director seeking to bolster the sagging morale of her teachers will have only limited success if she focuses solely on environmental factors.*

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## Promoting Staff Development

One of the most important ways a director can help motivate teachers is to provide them with opportunities to improve their skills. The more skilled teachers are, the more likely they are to experience, and be rewarded by, incidents of success. The director should help teachers identify their specific training needs and secure appropriate training resources. These resources may be in the form of reading material, in-house staff training sessions, or outside workshops and courses.

## Encouraging Broader Involvement

Most teachers will tend to feel better about themselves, as well as more excited about their work, if they are involved in their profession outside the classroom. If teachers are involved in the overall management of their center or in children's advocacy efforts in the community, they will get a stronger sense of their efforts being an integral part of a vital profession.

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*The more skilled teachers are, the more likely they are to experience, and be rewarded by, incidents of success.*

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At the center level, teachers' involvement can be broadened by keeping them continually informed on the status of the organization as a whole, by assigning them limited administrative responsibilities, as well as by involving them, wherever feasible, in major center decisionmaking.

Centers have also experienced positive results from encouraging their teachers to become involved in professional activities outside the center. Such activities might include participating in advocacy coalitions, working for professional organizations (such as NAEYC chapters), or promoting various child care alternatives in the community. Active teacher involvement in these areas will also relieve some pressure on the director to be the agency's representative on every committee and function.

## Motivation—A Final Perspective

The message of this article is that teachers are their own best source of motivation. If a teacher's work is properly structured, she will be motivated by the results of her own labors, not by external rewards and punishments manipulated by someone else. The director's prime concern should therefore be with helping the teacher achieve control over and feedback from her work.

This is not to say, however, that the director need not be concerned with environmental factors such as wages, personnel policies, and physical environment. Highly motivated teachers will be very tolerant of unavoidable inadequacies in these areas. However, if conditions deteriorate markedly, especially if this appears to be due to the indifference of *management*, teachers' motivation will rapidly be canceled out by their growing frustration. Therefore, in motivating teachers by concentrating attention on job content, the director should not ignore the teachers' basic needs.

## References and Resources


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Herzberg, Frederick. "One More Time: How Do You Motivate Employees?" **Harvard Business Review**. January-February, 1968.

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Neugebauer, Roger. **Organizational Analysis of Day Care**. ERIC Document Reproduction Service, PO Box 190, Arlington VA 22210 (85 pages, $5.33, including postage).


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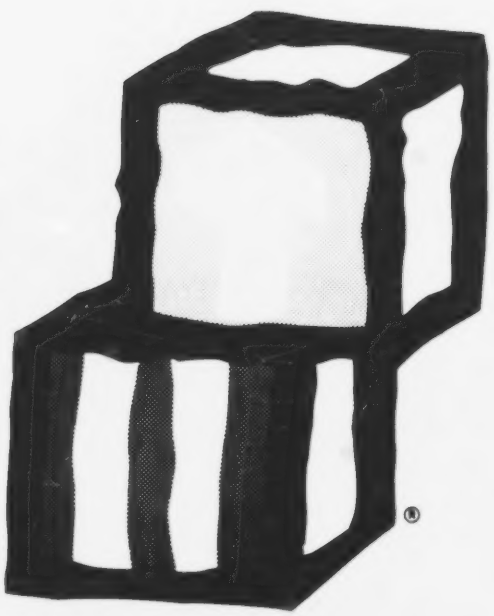
*Editor's Note: This is a revised version of an article which originally appeared in the April, 1979, issue of* ***Exchange***.

# VII. Staff and Parent Training



# INDIVIDUAL T/TA NEEDS ASSESSMENT [1]

**(Education - CDA)**

Date Completed_____

**Instructions for use:**

1. Staff member completes left half of page and returns to Supervisor or CDA Advisor.
2. Persons in CDA Training complete last page of form requesting specific CDA information.
3. Supervisor or CDA Advisor completes right half of page and reviews with staff person.
4. **Individual T/TA Needs Assessment** are compiled, and training needs prioritized.

**Personal Information**

Name _____

Home Address _____

_____

Home Phone _____

Date Employed by Head Start _____

Current Position _____

Center Location _____

Educational Level (Circle Highest Grade or Degree Attained)

| | College: | Graduate: |
|---|---|---|
| 1 2 3 4 5 6 7 8 9 10 11 12 or GED | 1 2 3 4BA orBS | Masters or Doctorate |

Do you have the CDA Credential?_____ Date attained?_____
Renewal date?_____
Are you in training to receive the CDA credential? _____ Anticipated Date_____

*It would be helpful to attach records of previous training experiences to this needs assessment.

Please complete the following as openly as possible in order to assure that your real training needs will be met.

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[1]Donna McDaniel, A Guide for Training (Kansas City, MO: Community Development Institute, n.d.) p. 14.

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| To be completed by individual staff person | | | To be completed by supervisor |
|---|---|---|---|
| Abilities/Skills Knowledge areas. (List specific tasks of position based upon job description. | What do you feel are your specific training needs related to this area? | Indicate a possible resource for this need, and method of training preferred. | I feel this person is in need of the following specific kinds of training. |
| I. To establish and maintain a safe healthy, learning environment. | | | |
| 1. Safe | | | |
| 2. Healthy | | | |
| 3. Learning Environment | | | |
| II. To advance physical and intellectual competence. | | | |
| 4. Physical | | | |
| 5. Cognitive | | | |
| 6. Communication | | | |
| 7. Creative | | | |
| III. To support social and emotional development and provide guidance and discipline. | | | |
| 8. Self | | | |
| 9. Social | | | |
| 10. Guidance and Discipline | | | |

| To be completed by individual staff person | | | To be completed by supervisor |
|---|---|---|---|
| Abilities/Skills and Knowledge areas. (List specific tasks of position based upon job description. | What do you feel are your specific training needs related to this area? | Indicate a possible resource for this need, and method of training preferred. | I feel this person is in need of the following specific kinds of training. |
| IV. To establish positive and productive relationships with families. | | | |
| 11. Families | | | |
| V. To insure a well-run, purposeful program responsive to participant needs. | | | |
| 12. Program Management | | | |
| VI. To maintain a commitment to professionalism. | | | |
| 13. Professionalism | | | |
| 1. Portfolio Development | | | |
| 2. CDA Orientation | | | |
| 3. Renewal Procedures | | | |
| 4. Other needs: | | | |

Education Staff in CDA Training, please complete the following:

Center Location _____

JA Advisor _____

Parent/Com. Rep. _____

Application Date _____ Fee Paid: _____

Readiness Form Date _____ Fee Paid: _____

Assessment Date _____

Credentialed _____ Yes _____ No: Reason(s) _____ Fee Paid: _____

Renewal Date _____ Fee Paid: _____

Please indicate the date of completion of training in each CDA functional area:

| Safe | Healthy | Environment | Physical | Cognitive | Communication | Creative | Self | Social | Guidance & Discipline | Families | Program Management | Professionalism | Portfolio | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | |

## HEAD START ORIENTATION CHECKLIST[2]

| QUESTIONS | ANSWERS |
|---|---|
| PROGRAM<br><br>Where can I find a copy of the daily schedule and the curriculum? | |
| What is the school schedule of daily operation (when children arrive, staffing pattern, etc.)? | |
| When are opening-closing dates, vacations, and holidays.? | |
| When can I find lesson plans and list of materials for the day? | |
| EQUIPMENT<br><br>What kind of A-V equipment do we have? | |
| How do you get it to use? | |
| Where can I find the following materials: | |
| art materials | |
| games, puzzles, etc. | |
| rhythm instruments | |
| records | |
| flannel board materials | |
| Where can I find the following supplies: | |

[2]From Cambria County Community Action Council Head Start Program, Johnstown, PA.

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| QUESTIONS | ANSWERS |
|---|---|
| snack supplies | |
| spoons, bowls, pitchers, utensils | |
| cleaning supplies: brooms, mops, sponges | |
| extra clothes | |
| children's records and papers | |
| **PROCEDURES**<br><br>What is the procedure for: | |
| clean up | |
| recording attendance | |
| recording lunch count | |
| discipline problems* | |
| toileting and wash up for the children | |
| taking care of a sick child* | |
| taking care of an injured child* | |
| a fire drill* | |
| handling visitors | |
| special activities: field trips, parties | |
| playground supervision | |
| planning | |
| **PERSONAL INFORMATION**<br><br>What are the health requirements? | |
| Who do I contact in case of personal illness? | |
| What is snow day procedure? | |

| QUESTIONS | ANSWERS |
|---|---|
| What telephone numbers do I need? | |
| Where can I park my car? | |
| What forms do I need to fill out? | |
| When are they due? | |
| When do I get paid? | |
| How can I move ahead on the career ladder? | |
| Who evaluates my progress? | |
| If a problem arises with a teacher or another staff member, who do I turn to? | |
| When are in-service meetings? | |
| When are team meetings? | |
| What are my responsibilities for the arrival and departure of children? | |

## ORIENTATION TECHNIQUES FOR NEW STAFF[3]

- **Pre-Arrival Orientation**: Even though orientation officially begins on the first day of work, make use of the time after the new staff person has accepted the position but before he or she begins work. Send information in advance that is friendly and clear and will give some idea of what to expect on the first day.

- **The Warm Welcome**: On the first day, be certain the new staff person or volunteer feels expected and welcome. Make sure someone is there to greet him or her.

- **The Introduction**: Shortly after the new staff person arrives, the Director or Education Coordinator should hold a welcome interview and explain how the orientation will proceed.

- **The Facility Tour**: Staff should know the facility in which they will be working. Provide a floor plan and provide at least a brief tour through every room.

- **Group Meetings**: Group participation during orientation is particularly important for new staff members. These meetings can be used to provide an orientation to the Education Component as well as to build group cohesion. Be sure to invite parents to some of the meetings.

- **Modeling**: While words and handouts are valuable, the new staff member will learn the most about the program by observing actions of those involved. It is especially important to acknowledge instances when observed behavior does not match the ideal or the expectations just covered in the orientation.

- **Rotating Partners**: Ask other staff members to share in the orientation process. This provides a welcome change of pace and gives the new staff person an opportunity to meet others.

- **Observation and Discussion**: Provide opportunity for observations either in the classroom or in a home setting followed by an opportunity for discussion.

- **Background Material**: Provide new staff with copies of the Head Start Performance Standards, The Education Component Plan, personnel policies, program policies and procedures, a job description, and other relevant materials.

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[3]Adapted from Marlene Weinstein and Joe Allen, "Orienting Staff Right From the Beginning," Child Care Information Exchange 42 (March 1985): 1-5.

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# LOCAL HEAD START T/TA PLAN [4]

GRANTEE/DELEGATE _____ Phone _____

Address _____ City _____ Zip _____

Person(s) Responsible
for T/TA Plan/Implementation _____ Period covered by this plan: from _____ to _____

| COLUMN 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
|---|---|---|---|---|---|---|---|---|---|
| Training Activities Based upon Prioritized List of T/TA Needs | Needs Addressed | Type/Mode of Training | Participants | Date/ Hours | Location | Resource/Provider | Staff Person Responsible | Estimated Cost Gen. T/TA | CDA |
| | | | | | | | | | |

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[4]Donna McDaniel, A Guide for Training (Kansas City, MO: Community Development Institute, n.d.), p. 18

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## LOCAL HEAD START TRAINING PLAN CHECKLIST[5]

____ Are program and individual needs reflected in your plan?

____ Have all the needs been classified and prioritized on your final plan?

____ Has there been input from other components in the development of the training plan?

____ Have the participants to be involved in each event been specified?

____ Has a location been planned for each event?

____ Are the dates and hours determined and realistic for each event?

____ Have you utilized existing training programs and other resources in the community or the agency?

____ Is your plan compatible with Head Start Performance Standards and the CDA training criteria?

____ Are your goals and objectives attainable within the given time frame of the plan?

____ Have you considered the developmental training level of the trainees?

____ Have you considered utilizing small group sessions with trainees having similar needs?

____ Have you considered individual needs best met by one-on-one experiences?

____ Have you considered the use of written materials, audiovisuals, visits to demonstration sites, etc., in order to meet identified needs?

____ Has staff been informed of the training events in which they will be involved?

____ Have you established a review date for this training plan?

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[5]Ibid., p. 6.

Guide p. 166

# MEMORANDUM OF ASSIGNMENT[6]

( CONSULTANT AGREEMENT )

Head Start Program:_____ Provider:_____

Address:_____ Address:_____

_____ _____

Phone:_____ Phone:(work)_____

Contact Person:_____ (home)_____

---

Training has been scheduled for our program on (Date)_____, from (Time)_____to(Time)_____. The topic will be_____. There will be _____people present representing the components: Administration, Education, Handicapped, Social Services, Parent Involvement, Nutrition, Health, and Other:_____.

We plan to meet at_____
(Location)

We have the following specific objectives for this training:

Your Fee:_____Expenses to be covered: mileage:_____
lodging:_____
meals: _____
materials:_____
other: _____

PLEASE RETURN A SIGNED COPY OF THIS AGREEMENT BY:_____
Date

I hereby agree to provide the above specified training on _____ according to the terms outlined.

I will need the following Audio-Visual equipment:

I would like the training area arranged in the following manner:

Other Needs:

_____

Signature:_____

Date:_____

[6]Ibid., p. 24.

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# T/TA PARTICIPANT EVALUATION [7]

**Instructions for use:**

1 To be completed by individuals receiving training or technical assistance at close of T/TA event.

1. To be given to T/TA Coordinator, Component Coordinators or Director for compilation.
3. To be summarized on T/TA Summary Evaluation.

**Name of Trainer/Provider:** _____ **Date of T/TA**_____

**T/TA Topic:** _____

**Location of T/TA:** _____

**Participant Completing Form is:**

**Head Start Staff** _____ **Other: (specify)** _____

**Head Start Parent**_____

| I. CONTENT: | Excellent | Good | Fair | Poor |
|---|---|---|---|---|
| 1. Did the information presented meet your needs? | _____ | _____ | _____ | _____ |
| 2. Was the information presented applicable to your working situation? | _____ | _____ | _____ | _____ |
| 3. Did you gain new information that can affect your current working situation? | _____ | _____ | _____ | _____ |
| **II. RESOURCES:** | | | | |
| **A. PROVIDER:** | | | | |
| 1. Was provider knowledgeable of subject matter? | _____ | _____ | _____ | _____ |
| 2. Was Provider effective? | _____ | _____ | _____ | _____ |
| 3. Was Presentation organized and easy to follow? | _____ | _____ | _____ | _____ |

[7] Ibid., p. 25.

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B. MATERIALS:

1. Were there handouts? Yes _____ No _____

   Were they appropriate and useable? Excellent ____ Good ____ Fair ____ Poor____

2. Were Audio-Visuals used? Yes _____ No _____

   Were they appropriate? Excellent ____ Good ____ Fair ____ Poor ____

C. SUGGESTIONS OR COMMENTS:
(Please indicate your likes, dislikes or suggestions.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

D. WHAT DO YOU PLAN TO CHANGE AS A RESULT OF THIS TRAINING OR TECHNICAL ASSISTANCE?

_____

_____

_____

_____

_____

_____

# T/TA PROVIDER EVALUATION[8]

**Instructions for use:**

1. To be completed by provider following T/TA event.
2. To be mailed to Head Start program within three (3) working days of T/TA ever

Provider Name: _____ Phone: _____

Address: _____

Head Start Program: _____ Phone: _____

Address: _____ Contact Person: _____

_____

T/TA Topic: _____ Hours of T/TA: _____ Date: _____

Location of Training: _____

There were _____ persons present representing the components of: Education Administration, Social Services, Parent Involvement, Nutrition, Health.

Other _____

Identified objectives for this training were:

Do you feel these objectives were met?

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[8]Ibid., p. 30.

Guide p. 168

What was the response of participants to your T/TA?

Was there any disruption or last minute change that detracted from your T/TA?

What problem areas or follow-up needs (if any) were you able to identify?

Other Comments:

Would you be willing to provide T/TA to this grantee again? _____, to other Head Start Programs? _____

_____
Signature

_____
Date

## TECHNIQUES FOR ENSURING EFFECTIVE DELIVERY

Effective delivery rests on good communication. The following techniques foster positive group dynamics:

| Technique | Example |
|---|---|
| **Eliciting responses and questions from the group** encourages active participation and provides feedback of the group's understanding. | "Let's talk about options for rearranging the classrooms. Carmelita, what are you planning to do to reorganize your block corner?" |
| **Restating comments of participants** is a means of clarification. Extending participants' comments and encouraging their response to each other denotes recognition of the value of their input. | "What I hear you saying is that it's difficult to observe and record children's behavior while you are managing the classroom. How do the rest of you feel about this?" |
| **Asking questions** that require recall, analysis, creative solutions, or evaluation provoke thought and problem solving. | "We've talked about room arrangement as a strategy for encouraging children's exploration and discovery. Now let's look at the flip side. How can it also serve as a positive discipline technique?" |
| **Using body language** communicates energy, enthusiasm, and responsiveness. Be animated, mobile, and expressive; establish eye contact and smile. | |
| **Encouraging participation** by acknowledging accomplishment and effort; by reinforcing risk taking. | "It took a lot of courage for you to share that problem." |
| **Showing acceptance and respect** of participants' responses further contributes to an atmosphere of openness and trust. | "Sarah, I think I understand your concern. You are afraid that if you ignore Tyrone's misbehavior, the other children will start acting up, too. Is that it?" |
| **Using clear speech** and a moderate voice tone eliminates stress for the listeners. | |
| **Being responsive to trainees' interests** helps ensure the relevance of the training. However, be flexible in unexpected situations and make necessary shifts in the content, procedure, or emphasis. | "I was planning to spend most of the time on developing lesson plans but I can see that this behavior problem is on all your minds. Do you want to focus on supportive discipline for today?" |
| **Keeping the process open to critique** ensures that evaluation is ongoing during training. Encourage feedback as a two-way process. | "I'd really like your comments on how you think the new record keeping system is working. Has it simplified the task for you?" |

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## SAMPLE FRAMEWORK [9]

Child's Name: *Leon*
The Challenge: *Leon has difficulty sharing the teacher's attention*

| 1 Observing: What Does the Child Do? | 2 Hypothesizing: What Might the Child Be Feeling or Thinking? | 3 Setting Goals: What Might the Child Learn? |
|---|---|---|
| Follows if teacher leaves to help other children. | *If you leave me, I'm not sure you'll come back.* | *I can depend on the teacher.* |
| Pushes away anyone who approaches when teacher is holding child. | *I'm not important to you.* | *The teacher hasn't forgotten me when doing something else.* |
| Climbs on teacher's lap when teacher sits down. | *You forget about me when you talk to someone else.* | *The teacher cares about me.* |
| Cries if teacher holds someone else's hand. | *I'm jealous of the attention you give others.* | *The teacher is here to help me.* |
| | *I want to be with you so much.* | *The teacher will listen to me.* |
| | *I feel safe when you're with me.* | *The teacher will hold me when I need support.* |
| | | *I can handle what is expected of me.* |
| | | *I can use words to tell you what I want.* |

4 Designing Strategies: *How can I help the child share my attention and feel more secure?*

| Physical Environment | Routines | Supportive Relationships |
|---|---|---|
| Provide a specific place for holding the child: a rocking chair and/or a soft area with pillows. | Insure presence of same adult at arrival, nap time, other times. | Verbalize what is happening: *I'll come back after I help Jose.* |
| Write the child's name on all possessions: toothbrush, placemats, cot and cubby. | Provide times to be alone with teacher and in small groups: for story or game time, helping others, getting a hug from the teacher. | Follow through on commitments: *I helped Jose. Now I'll help you.* |
| Arrange specific places for the child's art work and possessions. | Clarify sequence of activities, perhaps in pictures to "read." | Spend time with the child: *I can't hold you now, but you can sit next to me while I finish this.* |
| Design an attendance chart on which the child hangs his/her picture upon arrival. | | Sit or stoop at the child's level. |
| | | Help the child verbalize feelings: *You think I've forgotten about you. You'd like me to be with you.* |
| | | Help the child ask for help: *When you need me, say, "I need some help." You don't have to tell me yet.* |

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[9] Diane Trister Dodge and Kathryn Hansman Werlin, "Developing Trust and Autonomy in Young Children" (Washington, D.C.: Association for Childhood Education International), 1977.

Guide p. 171

Child's Name: *Kim*
The Challenge: *Kim resists cleaning up and putting away materials*

| 1 Observing: What Does the Child Do? | 2 Hypothesizing: What Might the Child Be Feeling or Thinking? | 3 Setting Goals: What Might the Child Learn? |
|---|---|---|
| Denies using the materials.<br><br>Cries when asked to clean up.<br><br>Turns away when teacher talks.<br><br>Walks around the room, telling other children what to do.<br><br>Runs to the bathroom. | *There is so much to do. I don't know what to do first.*<br><br>*I don't know where things go.*<br><br>*I didn't play with these toys so why should I put them away?*<br><br>*I don't want to clean up!*<br><br>*Maybe the teacher doesn't really mean it.*<br><br>*I'm too busy.*<br><br>*It doesn't matter where things go.* | *I can manage what is expected of me.*<br><br>*The teacher is here to help me.*<br><br>*Everything has a place. I can find what I need.*<br><br>*The materials in this room are important and I care about them.*<br><br>*I can do things for myself.* |

4 Designing Strategies: *How can I help the child work independently to care for materials and follow routines?*

| Physical Environment | Routines | Supportive Relationships |
|---|---|---|
| Display only developmentally appropriate materials.<br><br>Limit materials; avoid clutter.<br><br>Provide storage/display places.<br><br>Store teachers' materials accessibly and out of children's sight.<br><br>Label shelves with samples or pictures of objects. | Clarify whether the child will put away materials independently or work in a group.<br><br>Give a 5-minute warning to allow time to finish projects.<br><br>Post illustration of clean-up routine.<br><br>Provide time for groups to plan clean-up procedures.<br><br>Assign jobs and help children follow through.<br><br>Let child choose an area to clean up with a friend's help. | Explain the routine and its importance: *This is where we always keep crayons. You can find them here when you need them.*<br><br>Help the child see missing items and locate them: *I see the picture of the broom. Let's find the broom and hang it up.*<br><br>Verbalize what the child might be feeling: *Sometimes it is hard to stop what you're doing. Let's put the clay in a special place so you can find it and finish it tomorrow.*<br><br>Praise the child for jobs completed: *You remembered where to put the red truck.* |

# VIII. Evaluating the Education Component

## HEAD START PARENT OPINION SURVEY[1]

Dear Parents:

Our commitment is to make Head Start more effective in meeting the needs of children and families. Head Start parents and staff work closely together to achieve this goal. Parent opinions and suggestions regarding the various parts of the total program are needed to fully realize this goal.

The enclosed questionnaire is being sent to all Head Start parents. We would appreciate your responses to the questions. You will find that most of the questions can be answered with a check mark.

Your responses help to direct our efforts to improve the program and provide quality services. Your input helps to ensure that the children receive the best "head start" possible.

After you have completed the questionnaire, please place it in the self-addressed stamped envelope and return it. This should be done within a week after you have received it. Though it is not required, you may sign the questionnaire if you so desire.

Thank you for participating in this survey.

Very Sincerely,

---

[1]From Fairfax County Public Schools Head Start Program, Fairfax County, VA.

Guide p. 191

1. Overall, how satisfied are you with this year's Head Start program?

| | |
|---|---|
| Very much | _____ |
| Much | _____ |
| Some | _____ |
| Little | _____ |
| Not at all | _____ |

2. How well nave you been kept informed about your child's classroom activities and what goes on in school?

| | |
|---|---|
| Very well | _____ |
| Fairly well | _____ |
| A little | _____ |
| Very little | _____ |
| Not at all | _____ |

3. Please check each of the ways that were used to inform you about how your child is getting along in school and about school activities in general.

| | |
|---|---|
| Home visits | _____ |
| Notes sent home from school | _____ |
| Phone calls from teacher or teacher assistant | _____ |
| Volunteering in the classroom | _____ |
| My child tells me | _____ |
| Other parents | _____ |
| Classroom newsletters | _____ |
| Other: _____ | _____ |

4. Please check the ways you think are best for informing parents about their children's progress and about school activities.

| | |
|---|---|
| Home visits | _____ |
| Notes sent home from school | _____ |
| Phone calls from teacher or teacher assistant | _____ |
| Volunteering in the classroom | _____ |
| Have my child tell me | _____ |
| Other parents | _____ |
| Classroom newsletters | _____ |
| Other: _____ | _____ |

Any comments: _____

5. During this past year, did you feel free to contact your teacher or teacher assistant?

Yes _____
No _____

6. During this past year, would you have felt free to contact the Head Start office if you had had a question or concern?

Yes _____
No _____

7. How much did you participate in planning your child's educational goals with your teacher?

Very much _____
Much _____
Some _____
Little _____
Not at all _____

8. How much help have you received in getting ideas on how to teach your child at home?

Very much _____
Much _____
Some _____
Little _____
None _____

9. Did you attend the orientation and/or monthly parent meetings in your child's school?

Yes _____ No _____

If you checked no, would you indicate the reason you were not able to attend?

10. Have you volunteered in the classroom this year?

Yes _____ No _____

If you checked yes, how satisfying was it?

Very _____
Fairly _____
Somewhat _____
Not at all _____

11. Have you gone on any of the field trips with the children?

Yes _____ No _____

If you checked no, would you indicate the reason you were not able to?

_____

12. Please list any activities for parents other than those covered above, which you think should be added to the Head Start program.

_____

_____

_____

13. Listed below are some services that are regularly available to Head Start families. In the column, "Services Used," please check each of the services that you or your child (children) used during this school year. For each service that was used, check whether you found it satisfactory or unsatisfactory.

| | Services Used | Satisfactory | Unsatisfactory |
|---|---|---|---|
| Daily school bus | _____ | _____ | _____ |
| Health services | _____ | _____ | _____ |
| Dental services | _____ | _____ | _____ |
| Emergency food | _____ | _____ | _____ |
| Clothing | _____ | _____ | _____ |
| Further education- (GED, English, Adult Ed., etc.) | _____ | _____ | _____ |
| Housing | _____ | _____ | _____ |
| Personal counseling | _____ | _____ | _____ |
| Employment services | _____ | _____ | _____ |
| Holiday assistance | _____ | _____ | _____ |
| Other: _____ | _____ | _____ | _____ |

Did you have any particular problems with any of the services that you used?

Yes _____ No _____

If yes, please describe: _____

_____

14. Thinking of the Head Start program as a whole, which parts of it did you like best this year?

_____

_____

_____

_____

15. What problems did you have with Head Start this year?

_____

_____

_____

16. What changes do you think should be made in the Head Start program next year?

_____

_____

_____

17. What training programs for Head Start parents would you recommend be added to those now being provided?

_____

_____

_____

18. If you had the opportunity to talk about Head Start to next year's new parents, what would you tell them?

_____

_____

_____

_____

_____

_____

## HEAD START HOME-BASED PARENT EVALUATION[2]

HOW MANY CHILDREN DO YOU HAVE IN THE PROGRAM? _____

HOW LONG HAVE YOU BEEN IN THE PROGRAM? (NUMBER OF YEARS) _____

HOME VISITOR'S NAME _____

PART I. Please circle the number which best expresses your feelings.

| | VERY MUCH | MUCH | SOME | NOT MUCH | NOT AT ALL |
|---|---|---|---|---|---|
| 1. The home visitor is interested in me. | 4 | 3 | 2 | 1 | 0 |
| 2. I talk over problems with her. | 4 | 3 | 2 | 1 | 0 |
| 3. I have learned about teaching my child from the home visitor. | 4 | 3 | 2 | 1 | 0 |
| 4. The home visitor spends time talking with me. | 4 | 3 | 2 | 1 | 0 |
| 5. I look forward to the home visits. | 4 | 3 | 2 | 1 | 0 |
| 6. The hand-outs and materials are helpful to me. | 4 | 3 | 2 | 1 | 0 |
| 7. My child has learned from the home visits. | 4 | 3 | 2 | 1 | 0 |
| 8. My child looks forward to the home visits. | 4 | 3 | 2 | 1 | 0 |
| 9. The home visitor spends the required time at my house. | 4 | 3 | 2 | 1 | 0 |
| 10. We are satisfied with the home visitor. | 4 | 3 | 2 | 1 | 0 |
| 11. Would you recommend the program to other parents? | 4 | 3 | 2 | 1 | 0 |
| 12. Do you talk about the program with your friends? | 4 | 3 | 2 | 1 | 0 |
| 13. Do you like the idea of parents being part of the program? | 4 | 3 | 2 | 1 | 0 |
| 14. Is the Home Visit Report helpful to you? | 4 | 3 | 2 | 1 | |
| 15. Do you read and use the Home Visit Report? | 4 | 3 | 2 | 1 | 0 |
| 16. Do you help plan activities for your child that are used on the home visit? | 4 | 3 | 2 | 1 | 0 |
| 17. Are all areas (health, education, nutrition, social services) included on a home visit? | 4 | 3 | 2 | 1 | 0 |
| 18. Are the parent meetings helpful? | 4 | 3 | 2 | 1 | 0 |
| 19. Are you informed in advance about changes in the program schedule? | 4 | 3 | 2 | 1 | 0 |
| 20. Are you told in advance about parent meetings? | 4 | 3 | 2 | 1 | 0 |
| 21. Do you attend center sessions on your scheduled day? | 4 | 3 | 2 | 1 | 0 |
| 22. Do you think the program should be continued? | 4 | 3 | 2 | 1 | 0 |

[2] From Cambria County Community Action Council, Inc. Head Start Program, Johnstown, PA.
Guide p. 191

PART II. How did you or your child change as a result of the whole program? Please rate the amount of change by circling a number from 0-5 for each question.

| | NO CHANGE | VERY SMALL CHANGE | SMALL CHANGE | NOTICABLE CHANGE | MUCH CHANGE | VERY MUCH CHANGE |
|---|---|---|---|---|---|---|
| 23. The amount of time I spend playing with my child. | 0 | 1 | 2 | 3 | 4 | 5 |
| 24. The amount of time I spend making things with my child. | 0 | 1 | 2 | 3 | 4 | 5 |
| 25. The amount of time I spend reading to my child. | 0 | 1 | 2 | 3 | 4 | 5 |
| 26. How much I know about my child. | 0 | 1 | 2 | 3 | 4 | 5 |
| 27. How much I know about teaching my child. | 0 | 1 | 2 | 3 | 4 | 5 |
| 28. How much I know about teaching children. | 0 | 1 | 2 | 3 | 4 | 5 |
| 29. How much I know about making toys and games. | 0 | 1 | 2 | 3 | 4 | 5 |
| 30. How I feel about myself. | 0 | 1 | 2 | 3 | 4 | 5 |
| 31. How I feel about my child. | 0 | 1 | 2 | 3 | 4 | 5 |
| 32. How my child feels about me. | 0 | 1 | 2 | 3 | 4 | 5 |
| 33. How my child feels about himself. | 0 | 1 | 2 | 3 | 4 | 5 |
| 34. How well my child gets along with other children. | 0 | 1 | 2 | 3 | 4 | 5 |
| 35. How interested my child is in learning. | 0 | 1 | 2 | 3 | 4 | 5 |
| 36. The amount of time my child spends looking at or listening to stories. | 0 | 1 | 2 | 3 | 4 | 5 |

PART III. Please rate your opinion of the following by circling a number from 0 to 9. Use 0 to indicate an extremely negative feeling, 9 to indicate an extremely positive feeling, and numbers between 1 and 8 to indicate less extreme feelings.

What is your opinion of?

| | UNSATISFACTORY | | | | FAIR | | | | | VERY GOOD |
|---|---|---|---|---|---|---|---|---|---|---|
| 37. The home visitor? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 38. The support staff, (nurse, speech therapist, etc.) | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 39. The Home Visit Report? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 40. The Feedback Sheets (evaluation) | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 41. The learning activities? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

What is your opinion of?

| | UNSATISFACTORY | | | | FAIR | | | | VERY GOOD | |
|---|---|---|---|---|---|---|---|---|---|---|
| 42. The materials used on home visits? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 43. The effect of the home visits on you? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 44. The effect of the home visits on your child? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 45. The effect of the group session on your child? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 46. The parent meetings? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 47. The whole program? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

PART IV. Please fill in the blanks.

1. How many parent meetings have you attended? _____

2. Do you help make decisions at the meetings? _____

3. Would you like to see anything changed or added to the:

   a. Home Visits _____

   b. Home Visit Reports _____

   c. Parent Meetings _____

HEAD START

STAFF EVALUATION SURVEY[3]

Please check: Teacher _____ Teacher Assistant _____ Central Staff _____

1. Program Accomplishments

   a. What do you think were the significant accomplishments of the Head Start program this year? What made those accomplishments possible? What else would have helped?

_____

_____

_____

_____

_____

2. Critical Thinking

   Critical thinking/problem solving skills are essential to children's educational development. Your responses to the following questions will be used to devise ways for giving added emphasis to this part of our instructional program.

   a. How successful have you been in including critical thinking exercises and/or opportunities in your instructional planning?

   Very much _____
   Much _____
   Some _____
   A little _____
   Not at all _____

   b. What additional classroom materials should be provided to help children acquire critical thinking/problem solving skills?

_____

_____

_____

_____

_____

[3]From Fairfax County Public Schools Head Start Program, Fairfax County, VA.

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3. Program Problems

a. What do you think were the major problems in the Head Start program this year? What were the underlying causes of these problems? How could these problems be reduced or eliminated?

4. Success With Your Own Class

a. What significant successes did you achieve with your class this year? (Include parents as may be appropriate.)

b. What helped you achieve these successes?

c. What additional Head Start resources, materials, and/or assistance would have helped you achieve greater success?

5. Particular Problems With Your Class

a. What particular problems did you have with your children and/or their parents this year?

_____

_____

_____

_____

_____

b. What do you think were the underlying causes of these problems?

_____

_____

_____

_____

_____

c. What kind of Head Start resources, materials, and/or assistance would help you in coping with such problems?

_____

_____

_____

_____

_____

6. Monthly Inservice Meetings

a. Please rate the overall value to you of this year's monthly inservice meetings:

Very great _____
Great _____
Some _____
Little _____
None _____

b. What do you recall being the most valuable topic presented at any inservice meeting this year?

_____

c. What was the least valuable topic?

_____

d. What topics would you like to have included in next year's inservice meetings? How can our inservice meetings be improved?

_____

_____

_____

_____

_____

e. How do you feel about the frequency of inservice meetings? (Please check.)

One each month is just right _____
There should be more meetings _____
There should be fewer meetings _____
Others: _____ _____

7. Monthly Parent Meetings

a. How would you rate the attendance at your center's monthly meetings this year?

Very high _____
High _____
Average _____
Low _____
Very low _____

b. What suggestions do you have for increasing parent attendance?

_____

_____

_____

_____

_____

8. How successful were you in using home education activities to share educational partnership with the home?

Very successful _____
Successful _____
Little success _____
Not successful _____

9. How often did you send home education activities to the parent(s)?

Weekly _____
Bi-weekly _____
Monthly _____
Less than monthly _____
Only when the activities related to classroom instruction _____

10. How useful do you feel home education activities were in helping parents observe their child's growth and skill development?

Very useful _____
Useful _____
Little use _____
Not useful _____

11. How useful do you feel home activities were in helping establish communication between home and school?

Very useful _____
Useful _____
Little use _____
Not useful _____

12. Program Improvement

a. What suggestions do you have for improving the Head Start program next year?

_____

_____

_____

_____

_____

b. What are some specific ways that the Education Coordinator could be more helpful to the teaching team?

_____

_____

_____

_____

_____

# Two Techniques for Program Evaluation

by Victor J. Ross

***How does one evaluate a program? How do you find out whether what <u>should</u> be happening <u>is</u> really happening? There are many methods, of course, and here are two specific activities any child care administrator can put in an evaluation***

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*Victor J. Ross is assistant superintendent for instruction with Bettendorf (Iowa) Schools, and author of <u>Fair Game</u>, a novel on high school education (ETC Publications--in press).*

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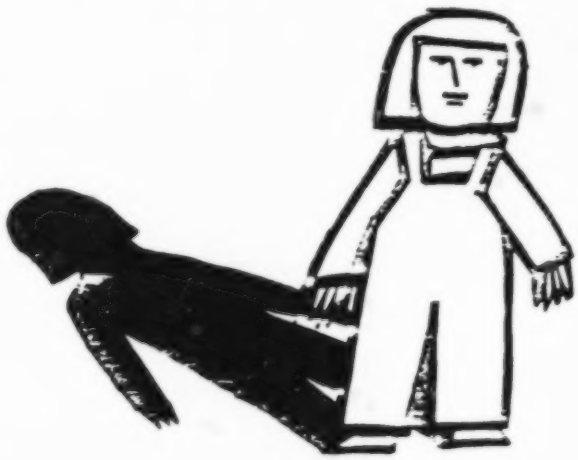
*plan that will provide data and information to use in assessing program effectiveness, in separating theory from practice in your organization. Each one focuses on program, but each one can be modified and given other applications.*

## The Shadow Study

You may be too young to remember that old radio program "The Shadow," where every Sunday afternoon the hero Lamont Cranston made himself invisible in order to find out "what evil lurks in the hearts of men." Don't laught. You really won't be invisible as you conduct a shadow study, but the idea is the same.

The purpose is to find out what is really happening in your program, and whether or not it matches what should be going on. As Fenwick English (research director for Peat, Marwick, and Mitchell) pointed out, if you visit the high school physics class and expect to see a demonstration on Browning Motion, but find the teacher showing slides of the Superstition Mountains taken on his recent Arizona vacation, you see the "real curriculum," not the planned curriculum. It's good to know about it when there is an obvious difference. A shadow study reveals even more--it can show you how children are faring in your program.



To conduct a shadow study, all you need to do is select a child's name at random, and find a day when you can set aside your normal duties for at least three hours. Simply "shadow" that child, taking notes about his/her day. Do what the child does; go where the child goes . . . on the playground, to story time, at lunch. Try to imagine that you really <u>are</u> that child. What happens during the period of observation? How often is the child involved in an activity? Not involved? Who speaks to the child--teachers, peers, neither, both? How often? Positively? Negatively? Not at all? What was the child supposed to learn? Was there evidence that learning occurred? Why or why not?

You get the idea. At the end of the observation, go back to your office and --alone, with no interruptions--write up in detail what you observed. Don't editorialize. Write it as though you were a news reporter. Then read it over. Now it is all right to set down your summary remarks and opinions as the final section of the written shadow study report.

Did the child have the kinds of experiences you expected and planned for in your program? If yes, how can you best share this positive news with staff? If no, what can you do about it? How? When?

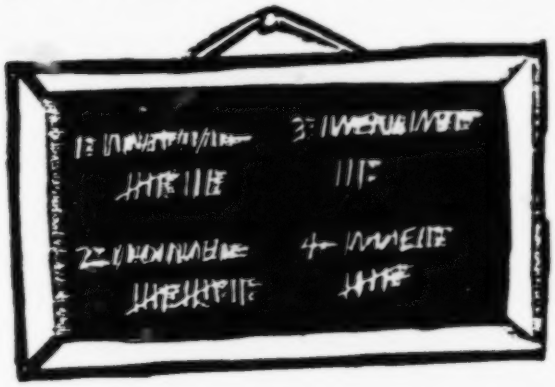
The results of a shadow study can be very satisfying or very shocking, but in either case they'll assist you in your job of evaluation.

## The Needs Assessment

For this one, the administrator is required to select a representative number of people (again, random selection is recommended), and invite them to participate in a needs assessment conference. The parents and staff members should be represented, and the group ought to number at least twelve, but it can be as large as 200. The larger the better, but it depends on your operation. If you serve 50 children, for example, an assessment conference of twelve persons is adequate.

Schedule the conference for an evening or a half-day on Saturday, whichever you deem best. Plan for four persons at a table, and provide them with two large sheets of butcher paper, felt-tip pens, and 50 to 100 3 x 5 note cards. Plenty of coffee and rolls or cookies should also be included.

When your group has assembled, explain why they were invited, and that their task is to help you assess, evaluate, and plan overall improvements for your total operation. Then turn on the overhead projector (or put the question on the chalkboard), and give them 40 minutes to react to this question: "What are the things that are keeping our center from doing the job it should for children?"



Before they begin writing answers to this question on the butcher paper at their table, make it clear that no one at the session is to criticize someone else's answer or suggestion. They are to write down everyone's ideas, brainstorming fashion, regardless of how crazy someone may consider a suggestion to be.

Also, advise them to keep the focus on problems. Solutions will be considered later. Let them go to work . . . and be assured they will. Have no doubts!

After about forty minutes, stop all the groups and have them exchange their butcher papers with another group. Direct them as follows: "Read each suggestion from the other group, write comments or questions in the margins if you wish, and then --as a group-- give each idea a number value: 5 if your table thinks it is an excellent thought, 4 for very good, and so on down to a 1 if you think it is a poor idea or irrelevant."

Allow about 15 to 20 minutes for this operation, and then repeat the exchange with a third table. As soon as the third round is complete, have the papers returned to the first group--the ones who originated them--and give these directions: "Look over your original suggestions and the other groups' reactions to them. Some will show

agreement, but on others you may find that folks didn't see it your way about a suggestion. Discuss them again in your group if you wish. Then, take each idea and put it on a separate 3 x 5 note card, writing it clearly so anyone can understand the concern. Place the two value ratings from the other tables at the top of the card and add your own. There will be three value numbers for each idea. As each card is finished, have it brought to a central table and put it in an appropriate category. Some sample categories: Teacher attitudes; Communications; Discipline; Budget; Transportation.

When this phase is finished, take a break, and then introduce the same process, only the second time you begin with this basic question: "What are the things our school does that are good for children?"

For this one the participants can not only identify what they like, but they can also be invited to suggest solutions to earlier identified problems, so long as they are positive solutions.

When you've finished--the entire process generally takes about three and a half hours--you will have more than one hundred specific suggestions and ideas about your overall program, both positive and negative, from the people you serve and the people who deliver the program. Each idea will have a point value total, so you can rank order them and determine relative importance. Some ideas will come from more than one table, and all you need to do is combine them and their point totals, and you readily see what is really considered important. With this kind of data, you can evaluate what you're doing well, what are problems, and begin to consider solutions. It's from this data that you can develop goals for improvement.

The final bonus will be that those who participated will have a tremendously positive attitude about the process and your openness in involving them.

To obtain The Shadow Study or the Needs Assessment Model referenced in the article, write to Victor J. Ross, Bettendorf Schools, 635 - 21st Street, Bettendorf, IA 52722. Include check for $2.50 payable to Bettendorf Schools for each item, to cover postage and handling.

information about this guide when it is available, send your name and address to Dr. Nancy Reddy, P. O. Box 1128, Ponte Vedra Beach, FL 32082.

## Evaluating Director/Staff Relations

Securing an accurate reading on the nature of interpersonal relations among staff members in a center is not an easy task. Teachers who are quite vocal and insightful in discussing the personal behaviors of parents and children often are unwilling or unable to discuss their own problems in relating to other teachers. Teachers also may be reluctant to bring the director's leadership shortcomings to her attention for fear of inciting the wrath of the boss. The following are three techniques that center directors have successfully employed for facilitating the open expression of opinions by staff members on interpersonal issues.

● Betsy Gibbs, director of the Children's Center at California State University at Fullerton passed out large sheets of paper at a staff meeting on which she had staff members write completions to phrases such as "I have felt frustrated when . . ."; "I have felt threatened when . . ."; "I would like it if . . ."; "I like working here because . . ."; "I am glad that . . ."; and "I have felt satisfaction when . . .." Responses ranged from "I am glad that . . . we had a staff meeting like this"; to "I would like it if . . . I could hear more feedback on the job I'm doing."

At the end of the meeting the responses were discussed and organized into categories (staff, parent, child issues). Ms. Gibbs reported that this discussion provided a release and "a great feeling of growing together." Following the meeting the responses were charted and passed around to all staff members for them to make suggestions for change and improvement.

● A slightly different approach has been employed by Tedi Siminowsky, director of the Kinderkeller Child Care Center in Berlin, West Germany. At staff meetings she asks staff members to give her an idea of their cares, concerns, and attitudes by writing out responses to requests such as "List three good things and three bad things that happened to you at work today"; "List three bad things that happened with your own child in the last week"; "What is the most important thing you learned in this staff meeting"; "What was the most boring part of this session"; "What is the best/worst part of your job?"; "What do you want covered in in-service sessions?"; "What is the worst/best things you see other caregivers doing with children?"; "What would you like to be able to do better?"; and "What questions would you like me to ask you next time?" Ms. Siminowsky reports that she benefits from the useful feedback the answers provide on staff attitudes. In addition the staff "gets a lot of satisfaction when I report back to them what they have collectively reported to me."

● Another way to assess staff relations is to employ a numerical rating scale. Organizational psychologists have developed an endless variety of such scales. Basically what such scales do is outline a series of organizational functions (such as decisionmaking, trust, conflict, etc.). Staff members are asked to rate their organization on a scale of 1 to 10 in terms of each of these functions. The responses are then averaged and compared in order to pinpoint areas where the organization is performing well and those where it is not.

The "Leadership Assessment Guide" published in the January, 1979 issue of CCIE (now available in "Reprint #1--Leadership") is an example of one such scale which has been adapted to the child care setting. The Guide is designed to enable staff to rate their center's performance in areas such as communications, planning, social environment, decisionmaking, discipline, feedback, and motivation.

A center may benefit from designing its own rating scale. The director and the staff should start by identifying those functions of staff relations they believe

# Field-Tested Evaluation Ideas

*What aspects of your center's operations would you most like to be able to accurately evaluate? CCIE surveyed subscribers and found the following aspects at the top of the priority list:*

1. *Teacher performance*
2. *Staff relations*
3. *Director performance*
4. *Parent relations*

*The ideas presented on the following three pages have been selected to provide assistance in these areas.*

## Evaluating Teacher Performance

Dr. Nancy Reddy, Executive Director of Episcopal Child Day Care Centers, Inc. in Jacksonville, Florida, has developed an objective observational tool for evaluating the performance of teachers. This tool, called the Reddy FIT (Focus In Time), focuses on the behavior of children in a classroom. An observer comes equipped with a data sheet listing the children in a classroom down the left side and time sequences at two minute intervals across the top. Every two minutes the observer codes the behavior of each child in the room as to whether it is on-task or off-task, and whether the child is wandering, disruptive, or waiting for care. In addition, during each two minute sequence the observer codes the activity the children are engaged in. The options here are free choice activity, uniform participation, uniform product, transition time, eating, or outside activity. At the end of the observation period, the observer totals and summarizes the codes on a percentage basis. For example, she calculates what percentage of all children's recorded behaviors were on task, and what percentage of the activities were free choice, etc.

Dr. Reddy developed this observation system in the course of her doctoral research on day care center size, quality, and closings. In field testing the instrument in classrooms in seventeen day care centers she found a significant correlation between the quality of experiences for children in a classroom and three factors: on-task behavior, free choice activity, and transition time activity. Based on this research as well as on her continued use of the instrument in the four centers she directs, Dr. Reddy now uses a rule of thumb that for a classroom to be functioning well, at least 90% of the children's activity should be on-task, at least 27% of the activities should be free choice, and no more than 15% transition time. These factors should not be viewed as causes of quality (as many factors influence quality) but rather as reliable indicators of quality.

In evaluating staff performance in the four centers operated by Episcopal Child Day Care Centers, Inc., Dr. Reddy observes in one classroom in each center every month. She records behavior and activities using the instrument for three hours in the morning, and then prepares a written report incorporating both the statistical findings and her narrative comments. She then has a conference with the teaching staff in the room observed. In this conference the strengths and weaknesses she observed are discussed, and goals are set for improving performance.

One major advantage of an evaluation tool such as this is that it focuses attention on objective events rather than on subjective judgments. Teachers who are being evaluated tend to be much less defensive in discussing the amount of time children are engaged in free choice activities, for example, than the warmth or exuberance of their style. In addition this system also enables teachers and directors to monitor progress in meeting goals by comparing ratings over time.

Dr. Reddy is currently developing a guide for using the Reddy FIT system. If you want to be on the mailing list for

are most important. Before doing the ratings staff members should discuss these functions so as to agree on a definition for each one. Then each staff member should anonymously rate their center on a scale of 1 to 10 on each function. When all the ratings are compiled and averaged, the final results should be shared and discussed in a staff meeting. Attention should especially be focused on those functions which receive the lowest ratings (i.e. those areas where the staff believes the center is peforming least well). Ideally the staff should agree on approaches for resolving these problems. Then three to four months later the rating should be done again to see if staff members perceive any improvement in these areas.

## Generating Parent Feedback

One shortcoming of typical parent satisfaction surveys is that the responses they generate are so general in nature ("I think the program is fine" or "The staff is very good") that they don't pinpoint any specific strengths and weaknesses. To overcome this shortcoming some centers have successfully employed the critical incident technique. The basic procedure of this technique is to get people to describe in fairly specific detail an event in the program which they themselves value strongly either as a positive or negative experience. By collecting enough of these incidents from a number of people, and reviewing them, you can begin to see a pattern of responses which you would not normally see by simply asking--"Are you satisfied with how the program is operating?"

To gather the incidents you simply ask parents--"Tell me about a time in the last six months when you experienced something in our center which you felt especially good about. Then a time when something made you feel especially bad." The time frame should be short enough to be accurately described. Any of a number of evaluation dimensions can be used depending upon your purposes--i.e. good-bad, effective-ineffective, angry-happy, intelligent-unintelligent, or competent-incompetent.

The critical incidents technique enables you to go behond people's simplistic explanations of problems. For example, if a director asks a prent what she doesn't like about the program, she might state--"The teacher never listens." On the other hand, if she is asked to relate a time when she felt upset, she might describe how one morning she told the teacher not to feed Johnny the regular meal but to have him drink milk and take the special medicine she was leaving; and when she returned she found Johnny had eaten a regular meal and had not been given his medicine. From asking the same question to other parents and probing this parent in more detail, the director may find this has never happened to other parents and only once to this parent. Furthermore, it is revealed that on that morning the parent was rushed and didn't have time to give a detailed explanation and instructions.

If only the first story was collected, the director might conclude improperly that the teacher is a poor listener and needs to attend a training session on improving listening ability. On the other hand, if the incident information was available, the conclusion might more properly be that a formalized procedure is needed whereby parents can leave written instructions for the teacher on special diet or medication instructions. The critical incident enabled a real problem to be identified, but the real problem was quite different from the initial generalized statement.

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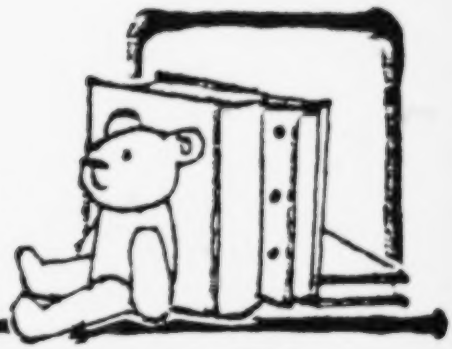
## Join the CCIE Share-A-Thon

Examples of center-developed evaluation plans are listed on the following page. In future issues CCIE plans to promote the exchange of other center-developed materials in the following areas:

- -center flyers and promotional items
- -salary scales and benefit plans
- -by-laws and board policies

If your center has developed one or more of these items which you would be willing to share with other centers around the country, please send an example to CCIE, C-44, Redmond, WA 98052. We will review those items submitted and identify a representative selection of each to list in upcoming issues.

# directors' bookshelf



## Center-Developed Evaluation Instruments

CCIE surveyed subscribers to locate center-developed in-house evaluation forms. The centers listed below utilize a wide variety of evaluation forms focusing on various aspects of their programs (as identified in the parentheses). You are encouraged to write to these centers (not to CCIE) to secure a copy of their forms. Please send $1 to cover printing and mailing costs and, if possible, a copy of an evaluation form your center has developed.

Barbara Hartman, Campus Child Development Center, Santa Ana College, 17th and Bristol Street, Santa Ana, CA 92706. (Child developmental assessment and center assessment)

Diane Lawson, Holy Innocents Pre-School, P. O. Box 606, Lahaina, Maui, HI 96761. (Staff evaluation and parent observation)

Marcia Skopp, The Children's Workshop, 11 NE 15th Avenue, Pompano Beach, FL 33060. (Teacher evaluation)

Steve Sternberg, University of Minnesota Child Care Center, 1818 4th Street South, Minneapolis, MN 55454. (Director evaluation)

Susan Berliner, Austin Community Nursery Schools, 1100 West Live Oak, Austin, TX 78704. (Center evaluation, parent survey, child assessment, and staff evaluation)

Carolyn Hobart, District 65 Kindergarten Child Care, 440 Dodge Avenue, Evanston, IL 60202. (Teacher evaluation)

Nancy M. Briggs, Villa Maria College Child Care Center, 2551 West Lake Road, Erie, PA 16505. (Staff evaluation)

Lynn Martin, Mercy Child Development Center, 1154 5th Avenue, Des Moines, IA 50314. (Parent reaction survey)

Diane Lusk, Harvard Yard Child Care Center, 25 Francis Avenue, Cambridge, MA 02138. (Parent evaluation and staff self evaluation)

Carol Murphy, La Crescenta Presbyterian Church Center for Children, 2902 Montrose Avenue, La Crescenta, CA 91214. (Staff self evaluation)

Gail Laskowski, North Pocono Preschool Day Care Center, 126 Brook Street, Moscow, PA 18444. (Child developmental checklists)

Fonda Kravin, Community Cooperative Services, Inc., 870 Sage Street, Reno, NV 89512. (Child assessment and staff evaluation)

Jill Ellen Steinberg, After School Day Care Association, 3200 Monroe Street, Madison, WI 53711. (Staff evaluation and parent evaluation)

Margie Carter, University Congregational Church Child Care Center, P. O. Box 5687, Seattle, WA 98105. (Staff evaluation, child schematic observation, and visitor reaction form)



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